

*Health Literacy
Performance Assessments*



Suicide Prevention

2004 Edition

Revised December 2004

Adapted by the
Wisconsin Department of Public Instruction
from
CCSSO-SCASS Assessing Health Literacy Project



Health Literacy
Performance Assessments

Suicide Prevention

Student Services/Prevention and Wellness Team



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State Superintendent
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Madison, Wisconsin

This publication is available from:

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Preface

Health Literacy Performance Assessments 2004 Edition

The Wisconsin Health Literacy Performance Assessments include 16 topical packets and three “Best of the Best” of practical assessment items. There are numerous assessment items in this 2004 edition for use in improving instructional practices. Most of the performance assessments were adapted with permission from the Council of Chief State School Officers (CCSSO)—States’ Collaborative on Assessment and Student Standards (SCASS) “Assessing Health Literacy” project begun in 1994. The Wisconsin Department of Public Instruction (DPI) collaborated with 30 states, CCSSO, and the Harcourt-Brace Psychological Corporation to develop sets of assessment items. To supplement the items provided by the “Assessing Health Literacy” project, Wisconsin educators contributed several assessment items.

Educators from multiple disciplines participated in this project. Family and consumer educators, counselors, nurses, elementary teachers, and physical educators joined health educators to make these performance assessments valuable to all teachers interested in improving health-related curriculum, instruction, and student assessment in the classroom.

The performance assessment items are organized by 16 health content areas and separated by four educational levels:

Elementary
Middle School
Middle or High School
High School

School districts’ use of these assessment items and tools is voluntary. Since the performance items are intended to be part of curriculum and instruction, educators must determine which of these assessments fit within their district’s curriculum in health education, family and consumer education, developmental guidance, and related areas. These assessment tools are valuable resources that can complement other resources to enhance curriculum, instruction, and student assessment on health and safety issues in schools throughout the state. The DPI encourages use of a variety of assessment methods, including those developed by teachers and outside sources. If you elect to use some of the assessment items, follow the same procedure that you would use for any new resource. This may include informing the principal, curriculum director, health education coordinator, department chair, and the school district’s advisory committee overseeing health instruction.

The Department of Public Instruction intends to publish annual editions of Health Literacy Performance Assessments with new items added each year. Educators can submit original, authentic, performance-based assessments for consideration for the next edition of assessment items by mailing them to the following address:

Sharon Strom, Consultant
Family and Consumer Education
Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison, WI 53707-7841

How to Use the Health Literacy Performance Assessments

Performance assessments are standards-based strategies for determining what students know and how they are able to apply health-related concepts and skills they have learned.

Performance events are curriculum-embedded activities that students can complete *within a single class period*. An event might include some limited group work, but the emphasis is on each individual's written response to a problem situation.

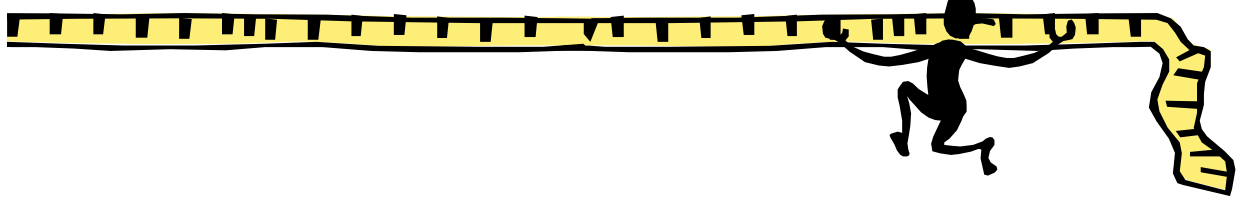
Performance tasks are curriculum-embedded projects that students complete *over an extended period of time* (more than one class period). Students complete some work in groups, but the final product includes one or more components completed individually. Performance task activities create a complex product that shows what students can do.

Both performance events and performance tasks are grounded as much as possible in authentic student experiences.

Use the following strategies to incorporate health literacy performance assessments into your instruction:

- ◆ Diagnose the students' prior knowledge before instruction.
- ◆ Monitor the students' progress during instruction.
- ◆ Determine what students have learned in a unit of instruction.
- ◆ Obtain meaningful data useful in improving the quality of teaching.
- ◆ Decide what content and skills need to be reviewed or (re)taught before assessment.
- ◆ Determine whether students are meeting the standards addressed in the performance assessment.
- ◆ Successfully connect student performance to standards in state-assessed subject areas such as social studies, science, mathematics, or English/language arts, and other required or elective subject areas.
- ◆ Exhibit or display student work on a health topic (for example, collages or posters).
- ◆ Enhance student interest in a health topic.
- ◆ Provide a variety of assessment tools from which to choose so that students can show their knowledge and skills and feel a sense of accomplishment.
- ◆ Visually represent clear and consistent messages throughout the school or in a public awareness campaign.
- ◆ Have students educate peers about healthy living through the performing arts, thus positively affecting both the performers and the audience's health behavior.
- ◆ Document student learning and talent using student health portfolios.
- ◆ Investigate the impact of a health program on student behavior or the school environment.
- ◆ Replace or supplement standardized and teacher-made true-false, multiple-choice tests.
- ◆ Build the scope and sequence for your health program.
- ◆ Develop effective scoring rubrics and guidelines.
- ◆ Provide meaningful anchor points on a rating scale using samples of student work.

For information on scoring assessments, see Appendix.



Connections to Wisconsin State Health Standards

In 1997 the State of Wisconsin adopted a set of health education standards that reflected the national health education standards. The seven standards are as follows:

- A. Students in Wisconsin will understand concepts related to personal health promotion and disease prevention. (**Disease prevention and health promotion.**)
- B. Students in Wisconsin will practice behaviors to promote health, prevent disease, and reduce health risks. (**Health behavior.**)
- C. Students in Wisconsin will demonstrate the ability to use goal-setting and decision-making skills to enhance health. (**Goal setting and decision-making.**)
- D. Students in Wisconsin will demonstrate the ability to access valid health information and services. (**Accessing accurate information.**)
- E. Students in Wisconsin will analyze the impact of culture, media, technology, and other factors on health. (**Impact of culture and media.**)
- F. Students in Wisconsin will demonstrate the ability to use effective interpersonal communication skills to enhance health. (**Communication skills.**)
- G. Students in Wisconsin will demonstrate the ability to advocate for personal, family, school, and community health. (**Advocacy.**)

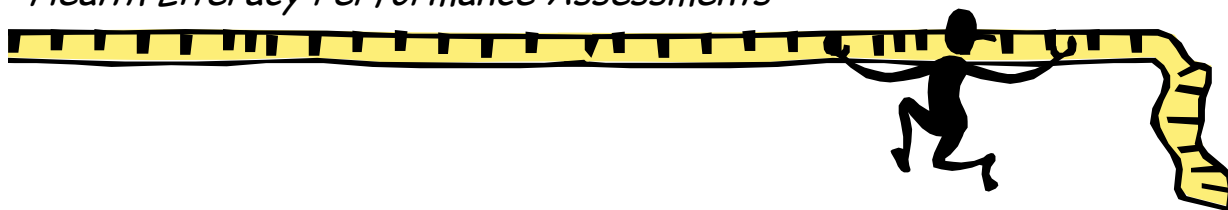
In the teacher's instructions section we have now added the brief description of the seven standards above and bold those standards that are covered in the lesson. We hope this will help you map out your units of instruction to include as many standards as possible.



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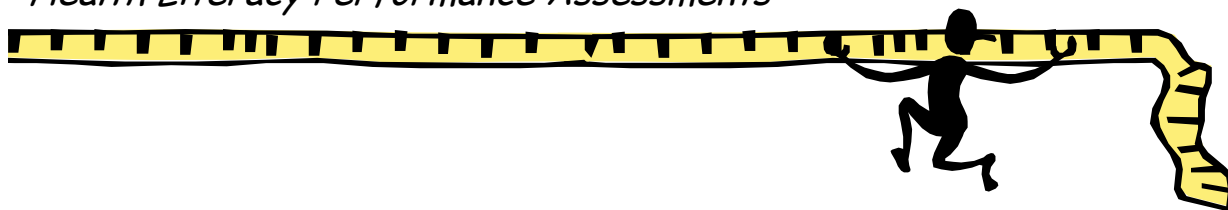
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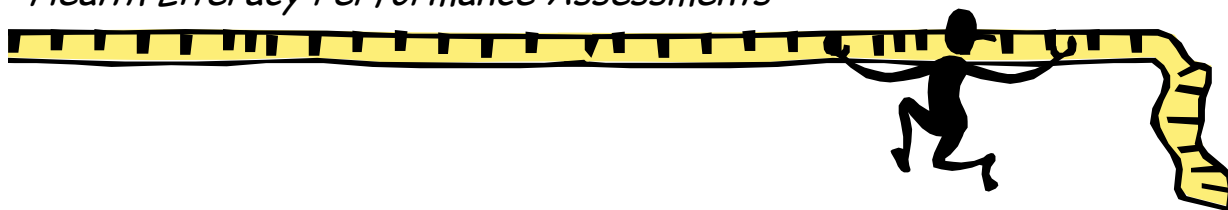
Middle School



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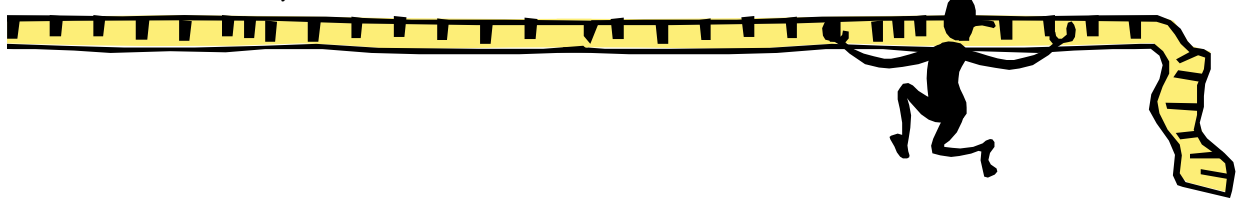
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Content Area: **SUICIDE PREVENTION**

Performance Task: **"Right or Wrong—You Decide"**

Educational Level: **Middle School**

Student Information

We have been studying suicide and ways of helping prevent this terrible act. We've learned that there are appropriate and inappropriate ways to handle these situations. You will be given a choice of five real life situations. You will choose one situation and create a poster to illustrate the right and wrong way to handle the situation.

Of the following five situations, which ones will only need a caring response and which ones are potential suicide threats?

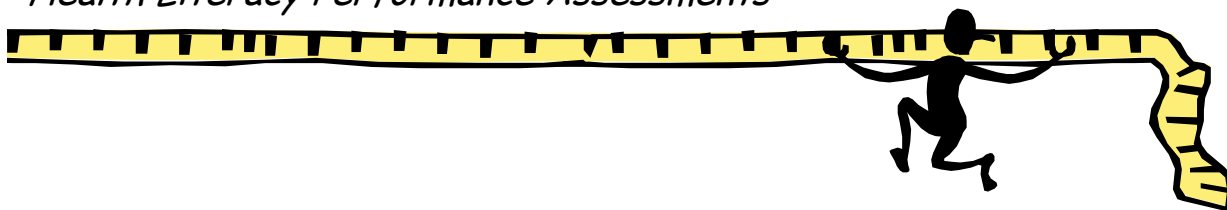
1. Sue has been practicing volleyball every day since summer vacation began. She wants to make the team so badly, but was cut on the last day of tryouts. She calls you and is extremely upset.
2. Joe's girlfriend just broke up with him. He is very sad and angry and refuses to go to his next class.
3. Sam has been best friends with Matt ever since kindergarten. Matt told Sam that he doesn't want to be friends anymore because his new friends don't like Sam. How could you help Sam?
4. Chakoia has been behaving very strangely the last few days. She has given away her CD's and her favorite clothes to her friends saying she will not need them anymore. As one of Chakoia's friends, what would you do?
5. Miguel has been very upset with the way things have been going at home and at school. He tells you he wishes he were dead.



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Right	Wrong

Assessment Criteria

Answers will be scored on the following:

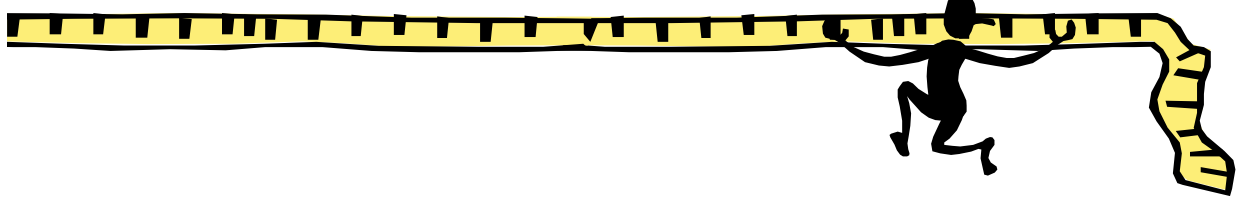
1. How well you show that you understand how to identify a serious and possibly life threatening situation and how to deal with it appropriately.
2. How creatively you illustrate your answer.



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Content Area: **SUICIDE PREVENTION**

Performance Task: **"Right or Wrong—You Decide"**

Educational Level: **Middle School**

Teacher Information

Curriculum Connections

Psychology, Family and Consumer Education, Art, Social Studies, Peer Mediation, and At-Risk groups

Overview

We have been studying suicide and ways of helping prevent this terrible act. We've learned that there are appropriate and inappropriate ways to handle these situations. You will be given a choice of five real life situations. You will choose one situation and create a poster to illustrate the right and wrong way to handle the situation.

Requirements

Lead-up activities that focus on the meaning of A.C.T. (acknowledge, care and tell), suicide warning signs, and a list of the ways to handle a suicide threat will be needed.

Directions

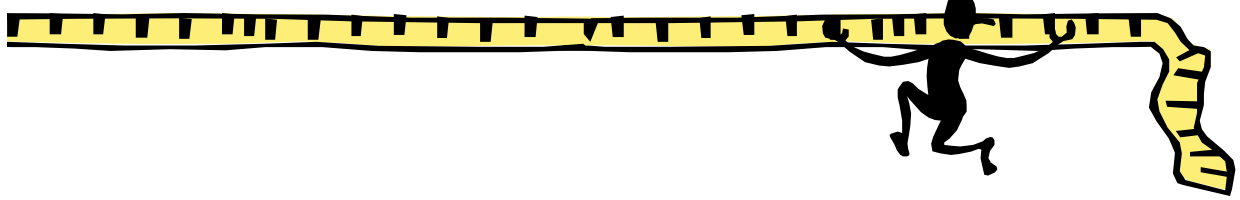
Choose one real life situation to respond to by creating a colorful illustration of the right and wrong way to handle the situation. You may use words to add meaning to your picture.



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1. Sue has been practicing volleyball every day since summer vacation began. She wants to make the team so badly, but was cut on the last day of tryouts. She calls you and is extremely upset.
2. Joe's girlfriend just broke up with him. He is very sad and angry and refuses to go to his next class.
3. Sam has been best friends with Matt ever since kindergarten. Matt told Sam that he doesn't want to be friends anymore because his new friends don't like Sam. How could you help Sam?
4. Chakoia has been behaving very strangely the last few days. She has given away her CD's and her favorite clothes to her friends saying she will not need them anymore. As one of Chakoia's friends, what would you do?
5. Miguel has been very upset with the way things have been going at home and at school. He tells you he wishes he were dead.

Time

This activity will take one class period.

Materials

11 x 17 white paper, markers, colored pencils

Instruction

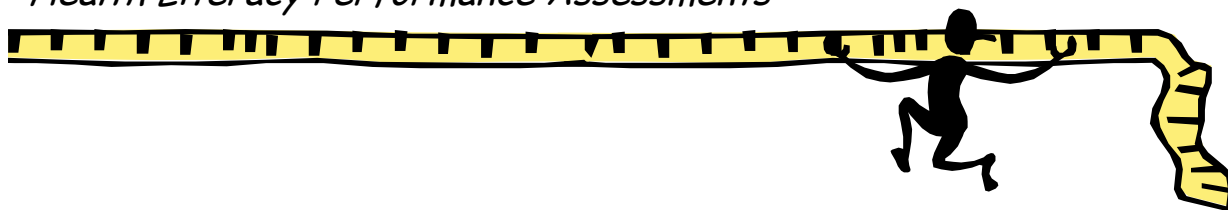
Classroom discussion and instruction on suicide warning signs and prevention skills should precede this activity.



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Assessment Criteria

Answers will be scored on the following:

1. How well the students show that they understand how to identify a serious and possible life-threatening situation and how to deal with it appropriately.
2. How creatively the students illustrate their answers.

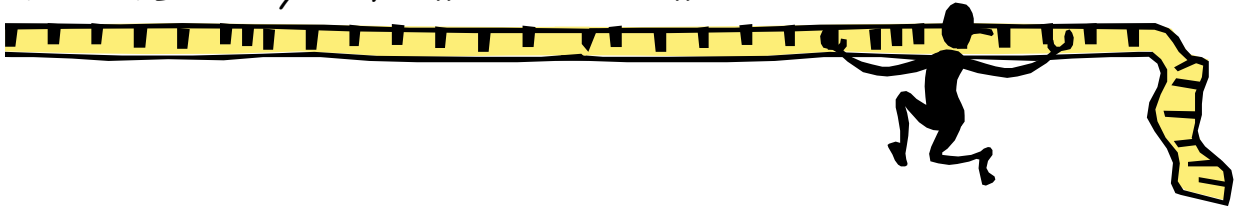
	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



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Sample Response

The first three are ones that need a caring friend, while the last two are potential suicide risks.

Right

Draw a picture of a person talking on the phone, listening, and making appropriate comments.

Wrong

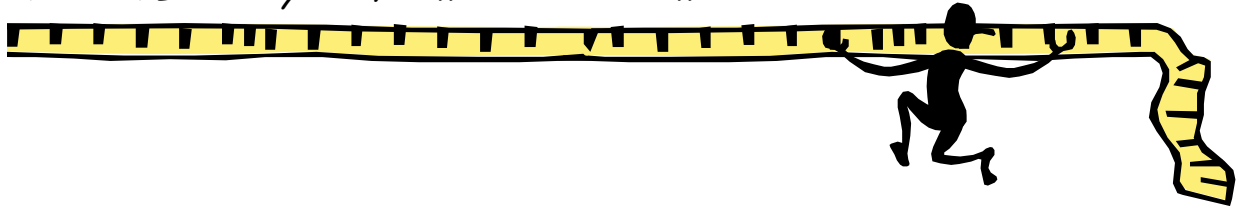
Draw a picture of the person looking distracted saying, "Oh, you'll get over it."

Right	Wrong



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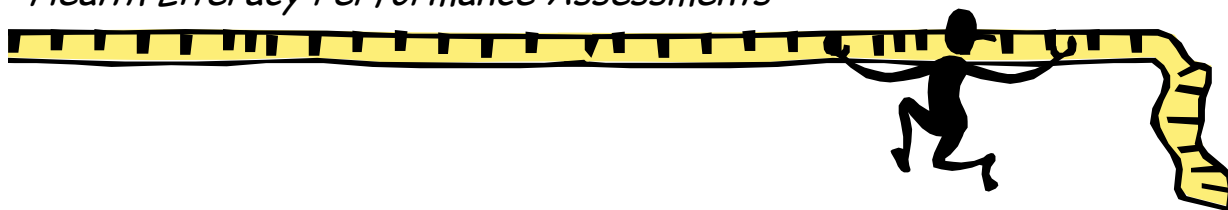
Middle or High School



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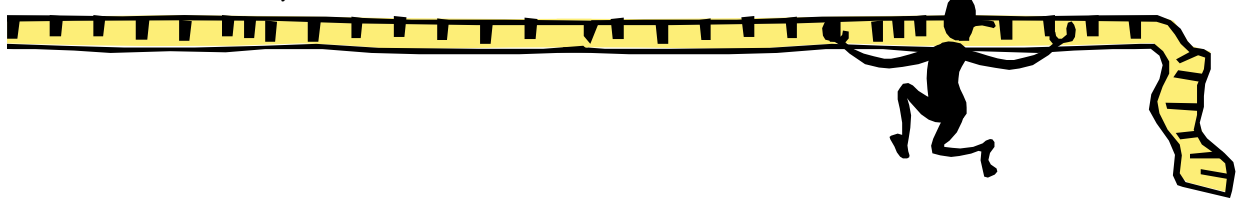
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Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"S.O.S. —It's Time to A.C.T."**

Educational Level: **Middle or High School**

Student Instructions

The following situations from the S.O.S. video describe potential suicide situations. Your task is to answer the following questions on the worksheet using the A.C.T. process, discuss your answer with a partner and be ready to discuss your answer with the class.

1. **A**cknowledge that your friend has a problem and that the symptoms are serious.
2. **C**are—let them know that you care about them and that you want to help them.
3. **T**ell a trusted adult about your concerns. Just telling the right person can make all the difference.

Assessment Criteria

Answers will be scored on the following:

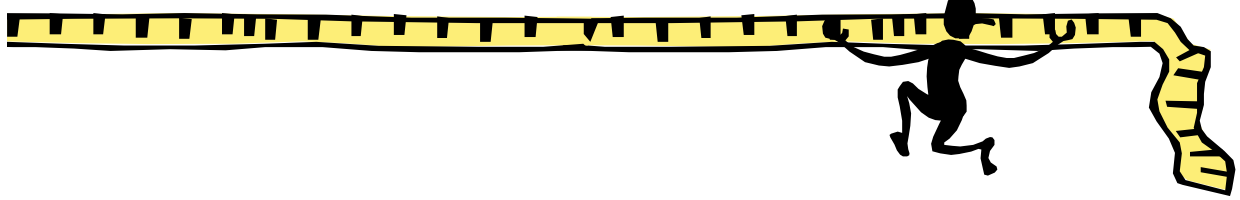
1. How completely and correctly you demonstrate an understanding of health concepts related to suicide prevention, and use the A.C.T. process.
2. How well you effectively communicate your answer.



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S.O.S. Signs of Suicide Video—Worksheet

Vignette 1 Boys discussing SAT scores

1. What are the signs that this student is depressed and/or suicidal?
2. How did his friend use the A.C.T. process?

Vignette 2 Girl struggles with the breakup with her boyfriend.

1. What are the signs that this student is depressed and/or suicidal?
2. How did her brother use the A.C.T. process?

Vignette 3 Boy who is always being picked on.

1. What are the signs that this student is depressed and/or at risk to do harm?
2. How did the students use the A.C.T. process?

Vignette 4 Boy lying on bed who has stopped interacting with friends.

1. What are the signs that this person is depressed and/or suicidal?
2. How did his friend use the A.C.T. process?



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Content Area: **SUICIDE PREVENTION**

Performance Task: **"S.O.S. —It's Time to A.C.T."**

Educational Level: **Middle or High School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Social Studies, Peer Mediation

Overview

This assessment could be used as an introductory or culminating activity. The students will view the S.O.S. video and answer the questions on the worksheet. You may want to have them jot down ideas while watching a vignette, stop the video when the vignette is complete and have the students write down their answers.

Requirements

The following situations from the video entitled S.O.S. describe potential suicide situations. The students' task is to answer the following questions on the worksheet using the A.C.T. process, discuss their answers with a partner, and be ready to discuss their answers with the class.

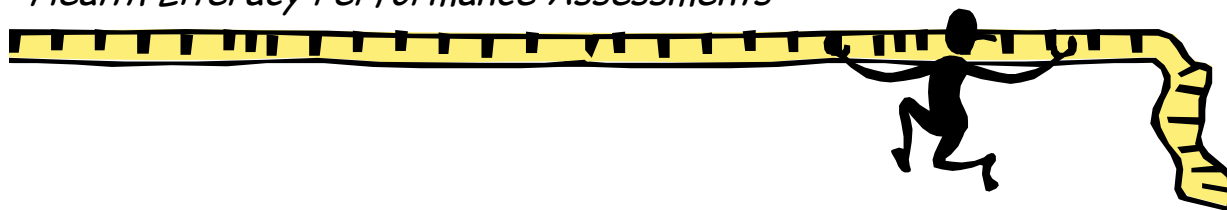
1. **A**cknowledge that your friend has a problem and that the symptoms are serious.
2. **C**are—let them know that you care about them and that you want to help them.
3. **T**ell a trusted adult about your concerns. Just telling the right person can make all the difference.



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Time

This activity will take one to two class periods.

Materials

The video entitled S.O.S. can be ordered from:

Screening for Mental Health
One Washington Street, Suite 304
Wellesley Hills, MA 02481
Phone: 781-239-0071
www.mentalhealthscreening.org

Student worksheet

Instruction

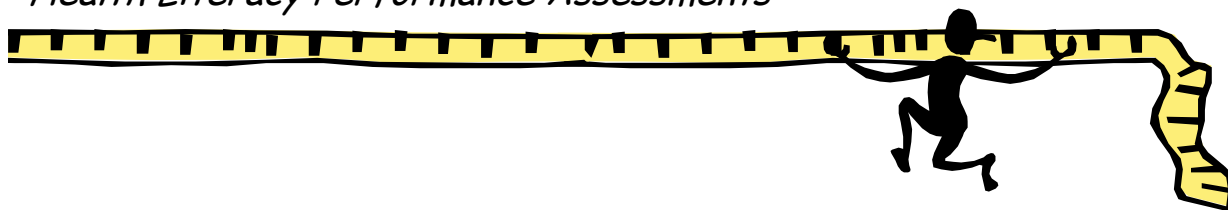
This activity could be used as a pre- or post-unit activity.



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Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the students demonstrate an understanding of health concepts related to suicide prevention, and use of the A.C.T. process.
2. How well the students effectively communicate their answers.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

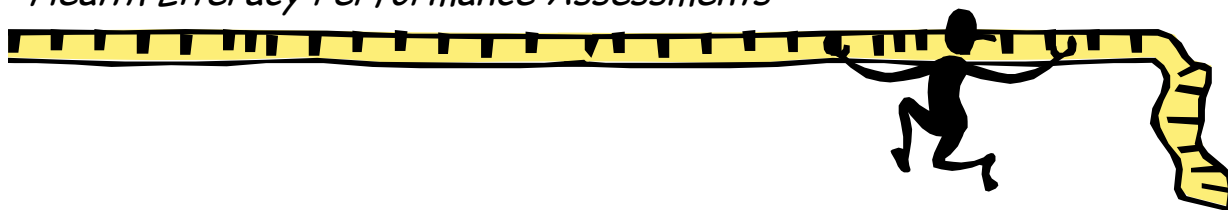
The answers need to include the components of A.C.T. (acknowledge, care, tell) in each of the answers.



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Content Area: **SUICIDE PREVENTION**

Performance Task: **"Phone Booths: Scripts Related to Calling a Suicide Hot Line"**

Educational Level: **High School**

Student Instructions

Many suicidal individuals talk about their suicidal feelings or plans before they attempt the suicide act. It is important to listen to these "cries for help" by practicing the A.C.T. (acknowledge, care, tell) technique discussed in this unit.

An individual working at a suicide hot line has been given information about suicide myths. One myth is that if you talk about suicide, you are more likely to commit suicide. These hot line volunteers use the Warning Signs of Suicide lists to help them determine the risk level of the caller for attempting suicide.

Your task is to work in pairs to develop a script where a person is calling the hot line. The other person is trying to communicate with the person calling and helping that person address the problems presented. The other students will listen to your script using the Warning Signs "checklist" to determine how many warning signs are in the script. A discussion of the number of warning signs will follow.

Assessment Criteria

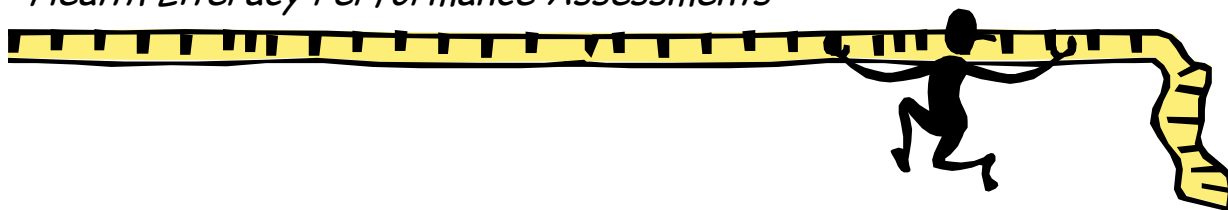
Answers will be scored on the following:

1. How well you understand health concepts as they relate to suicide warning signs.
2. How well you incorporate A.C.T (acknowledge, care, tell) into your script.
3. How well you use interpersonal communication to enhance health.



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Warning Signs of Suicide

Warning signs are observable changes, behaviors or statements that indicate directly or indirectly that an individual is contemplating suicide. They can be organized around the word, FACT:

	Mentioned in Script
Feelings:	
• Hopeless—"Things will never get better." "There's no point in trying."	
• Helpless—"There's nothing I can do about it." "I can't do anything right."	
• Worthless—"Everyone would be better off without me."	
• Guilt, shame, self-hatred—"What I did was unforgivable." "I'm useless."	
• Pervasive sadness	
• Persistent anxiety	
• Persistent agitation	
• Persistent, uncharacteristic anger, hostility or irritability	
• Confusion—can't think straight, make decisions	
Actions:	
• Uncharacteristic aggression	
• Risk taking	
• Withdraw from friends/activities	
• Becoming accident prone	
• Recent losses—death, divorce, relationship, job, status, self-esteem	
• Getting into trouble, discipline problems	
• Drug or alcohol abuse	
• Themes of death or destruction in talk, writing or websites	



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Health Literacy Performance Assessments



	Mentioned in Script
Change	
<ul style="list-style-type: none"> • Personality—more withdrawn, low energy, "don't care" attitude or more boisterous, talkative, outgoing 	
<ul style="list-style-type: none"> • Can't concentrate on school, work, routine tasks 	
<ul style="list-style-type: none"> • Loss of interest in hobbies or work 	
<ul style="list-style-type: none"> • Marked decrease in school or work performance 	
<ul style="list-style-type: none"> • Sleep, appetite increase/decrease 	
<ul style="list-style-type: none"> • Sudden improvement after being down or withdrawn 	
Threats	
<ul style="list-style-type: none"> • Statements—talking about suicide directly or indirectly, written themes of death, preoccupation with death 	
<ul style="list-style-type: none"> • Threats—"I won't be around much longer"; writing suicide note, making a direct threat 	
<ul style="list-style-type: none"> • Plans—giving away prized possessions, making arrangements for a funeral, studying drug effects, obtaining a weapon 	
<ul style="list-style-type: none"> • Attempts to hurt themselves, like wrist cutting or an overdose 	

Source: John Kalafat, Ph.D., et al, Lifelines ASAP (Adolescent Suicide Awareness & Response Program).



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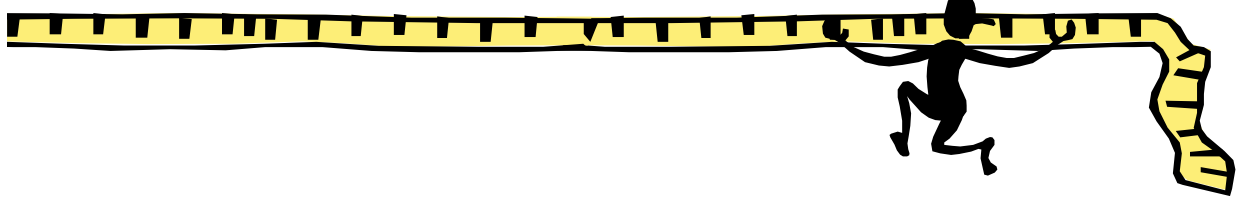
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Phone Booths: Scripts Related to Calling a Suicide Hot Line"**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Social Studies, Peer Mediation, Family and Consumer Education

Overview

"There is no evidence of increased suicidal ideation or behavior among program participants." Youth Suicide Prevention Programs: A Resource Guide, Centers for Disease Control, 1992, p. 66.

Students develop and read a script to the class where a citizen calls a hot line communicating warning signs that could lead to a suicide attempt. The rest of the class will analyze the level of risk using a checklist provided in this activity.

Requirements

The students will be working in pairs and will create a role play script where a certain number of warning signs are brought out in the script. They can use the "Warning Signs" information sheet to help guide the development of the script.

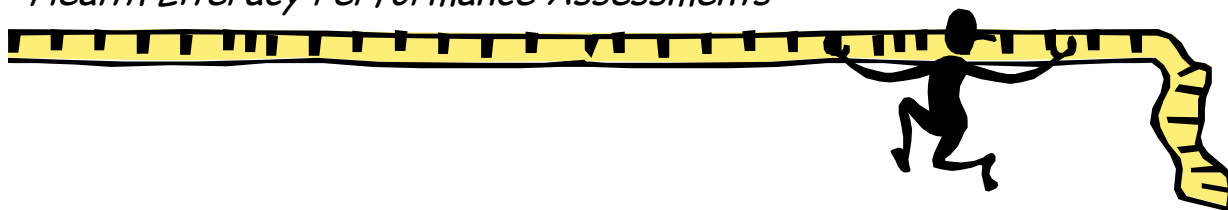
The rest of the class will use the warning sign worksheet to see how many signs are mentioned in the script. A class discussion will follow.



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Health Literacy Performance Assessments



Time

This activity will take two to three class periods for development, presentations, and class discussion.

Materials

Papers and pens, checklists, and handouts

Instruction

Preliminary classroom activities will include lessons on the A.C.T. process and the warning signs of suicide.

Assessment Criteria

Answers will be scored on the following:

1. How well the student understands health concepts as they relate to suicide warning signs.
2. How well the student incorporates A.C.T. (acknowledge, care, tell) into their script.
3. How well the student uses interpersonal communication to enhance health.

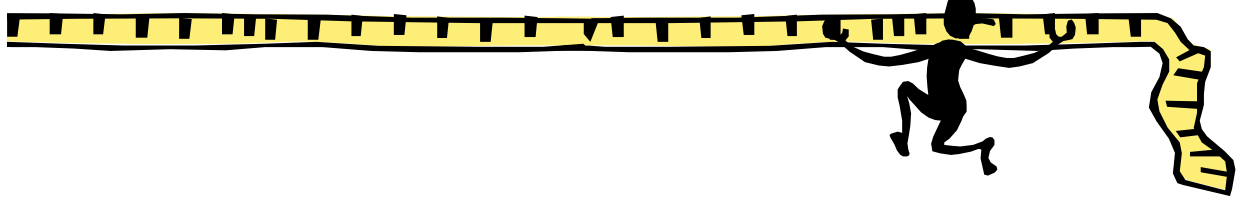
	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



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Health Literacy Performance Assessments



Sample Response

Pat: Hello, this is the Wellview County Hot Line. How can I help you?

Sam: My boyfriend left me today and my life is not worth living.

Pat: It seems like you were really close with him.

Sam: He was my soul mate. Ever since I lost my parents (or guardians) in an auto accident last year he has been my best friend, but then Terri came on the scene.

Pat: I am very concerned about you at this time.

Sam: This is not the first time I have thought about this. When I was in college I took an overdose and nearly died, but my life has gone well for the last five years. I am happy with the treatment I received and my family was real supportive when I lost my job last year.

Pat: I think we need to talk further about your life. Can you come to the mental health center?

Sam: Yes, but it will have to be tomorrow because I am just exhausted after this day.

Pat: I want you to come to the office in the county building first thing tomorrow. Promise me you will be there. Can I tell a family member about my concern for you?

Sam: Not at this time, but I promise to not do anything, and thanks for your concern.

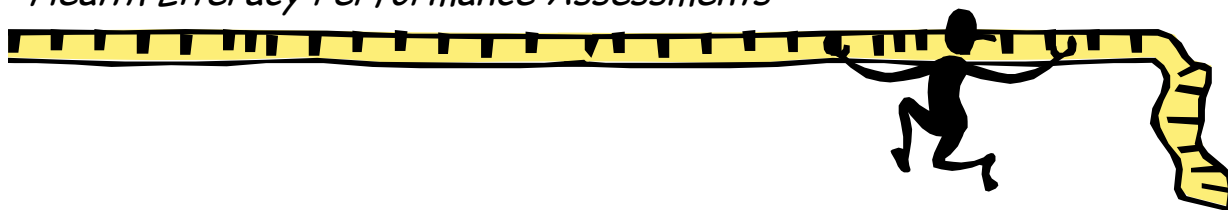
These scripts should be more extensive but this scenario had between four and seven warning signs.



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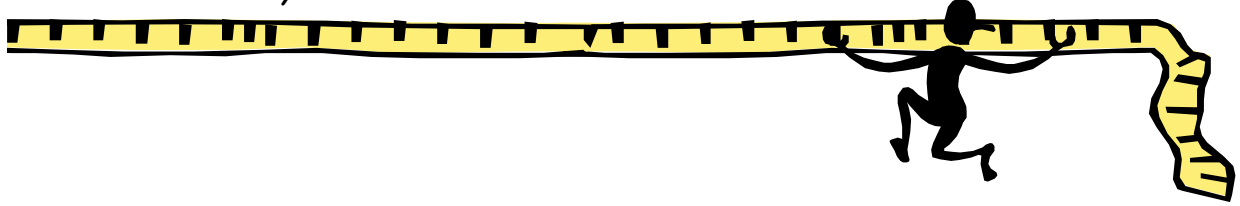
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Lights! Camera! Action!"**

Educational Level: **Middle or High School**

Student Instructions

Your task, as an individual, is to develop a mini-film based on your understanding of the health concepts related to suicide and suicide prevention.

You will be provided with five movie pieces, a 12-inch receipt tape and pieces of scotch tape. You need to use all the materials given to produce a short filmstrip. You may also fill in your own words to make the film more interesting. See example.

Movie pieces: **SAD** **FAMILY** **SCHOOL**
RELATIONSHIPS **HELP**

Actual film strip script:

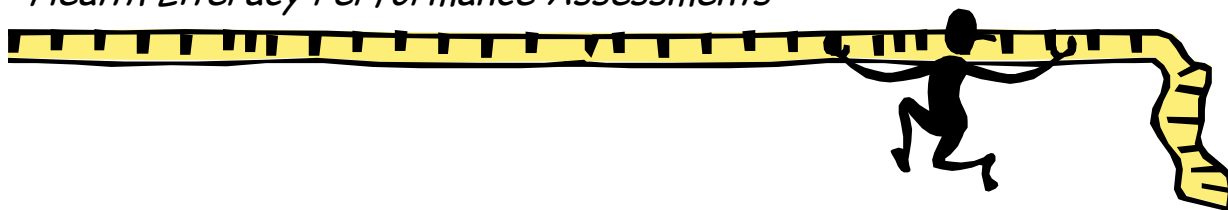
Lately Tom has been feeling very **SAD** because **SCHOOL**, **FAMILY**, and **RELATIONSHIPS** are overwhelming. Tom thinks he needs **HELP**.



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Assessment Criteria

Answers will be scored on the following:

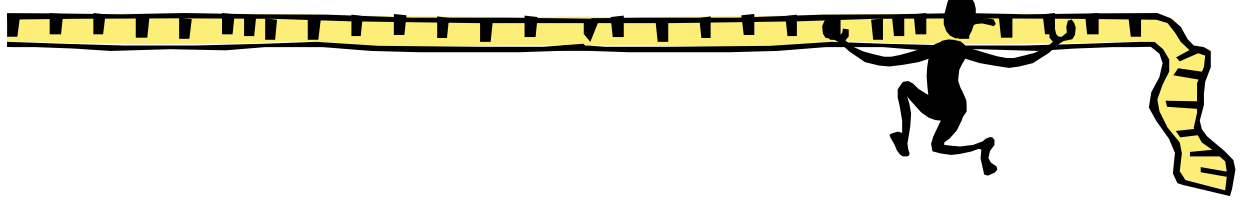
How completely and correctly you demonstrate an understanding of health concepts related to suicide prevention.



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Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Lights! Camera! Action!"**

Educational Level: Middle or High School

Teacher Information

Curriculum Connections

Language Arts, Social Studies, Peer Mediation, Family and Consumer Education, At-Risk groups

Overview

The students will use their knowledge to develop a mini film based on their understanding of the health concepts related to suicide and suicide prevention.

Requirements

Using the materials you provide, the students will produce a short film. They may use the movie pieces or fill in their own words to make the film more interesting.

Time

This activity requires one class period.



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Health Literacy Performance Assessments



Materials

Five movie pieces, a 12-inch receipt tape, and pieces of scotch tape

Instruction

Classroom discussion on suicide and suicide prevention should be done prior to this activity.

Assessment Criteria

Answers will be scored on the following:

How completely and correctly the students demonstrate an understanding of health concepts related to suicide prevention.

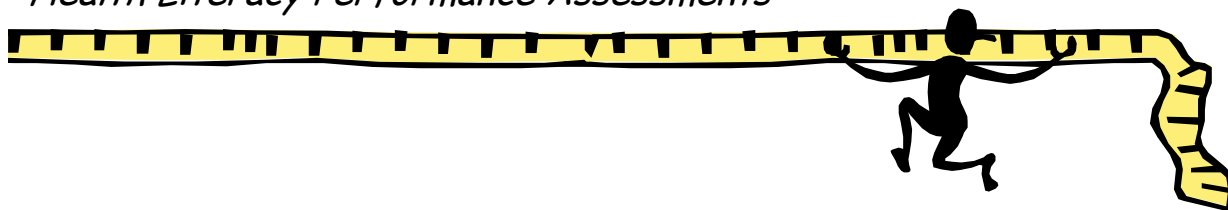
	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



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Health Literacy Performance Assessments



Sample Response

Movie pieces: *SAD* *FAMILY* *SCHOOL*
RELATIONSHIPS *HELP*

Actual filmstrip script:

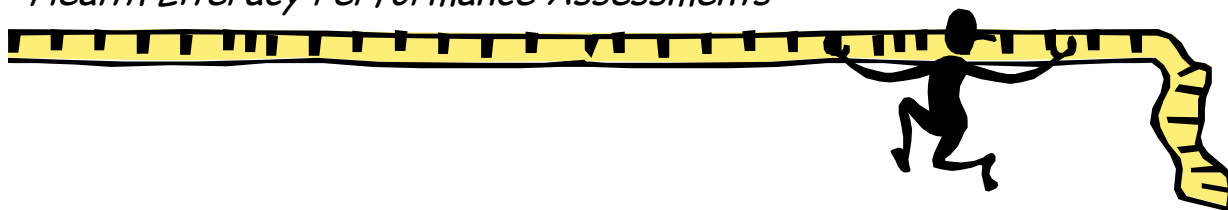
Lately Tom has been feeling very SAD because SCHOOL, FAMILY, and RELATIONSHIPS are overwhelming. He thinks he needs HELP.



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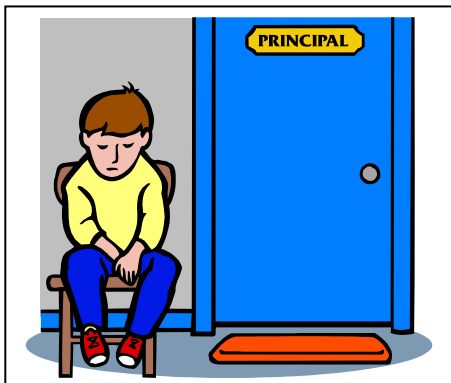
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EXAMPLES OF MOVIE PIECES

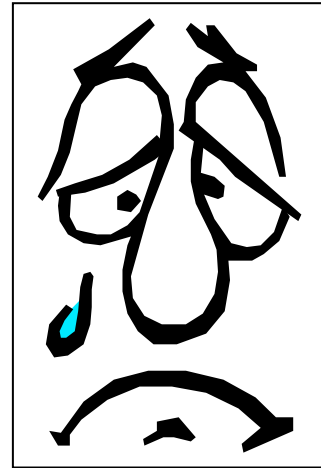
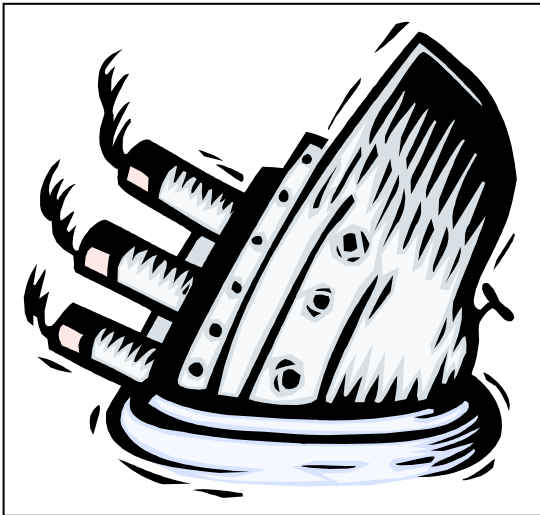
Attention!

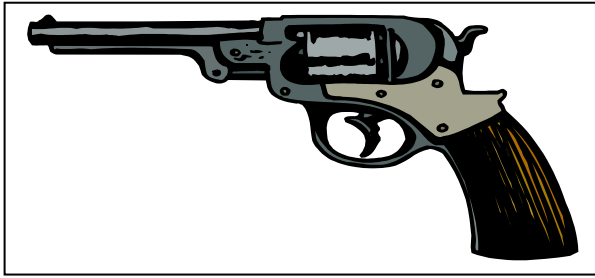
School counselor



Principal

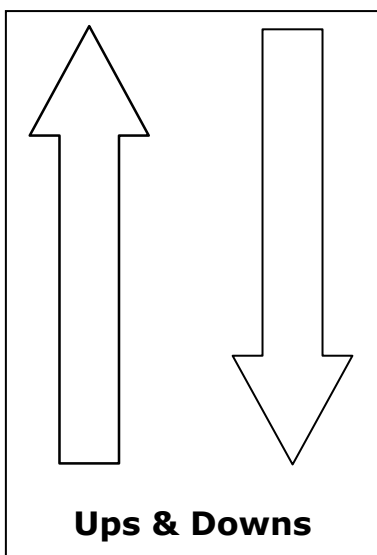
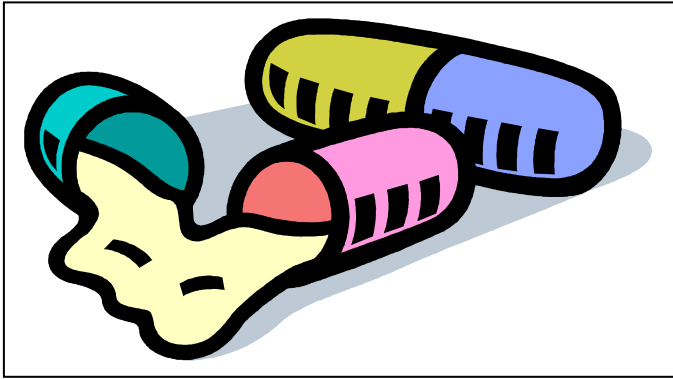
Family Myth or Fact



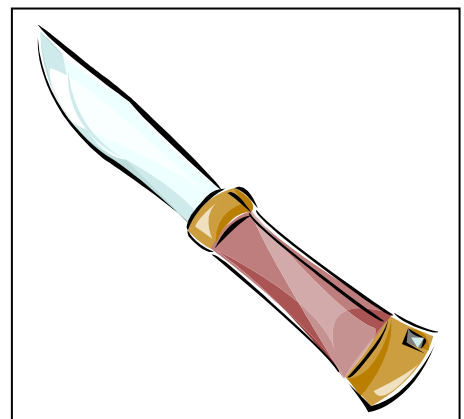


KILL





**A
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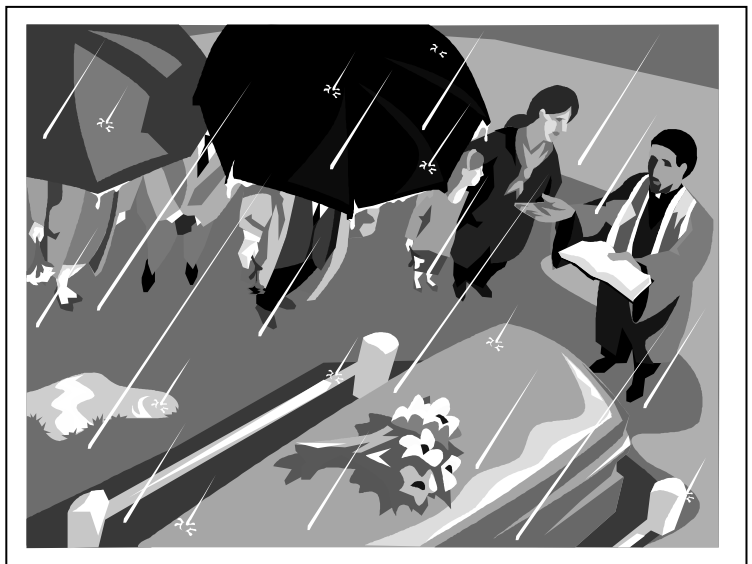






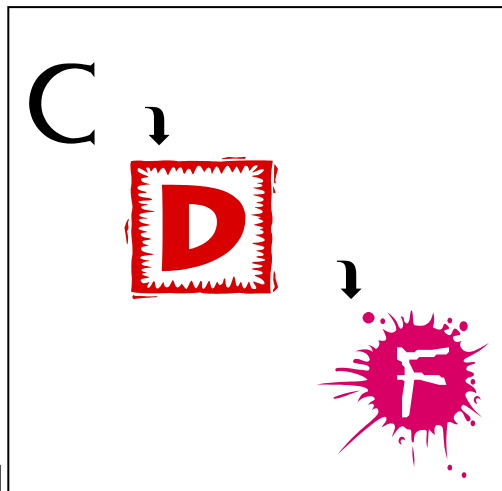
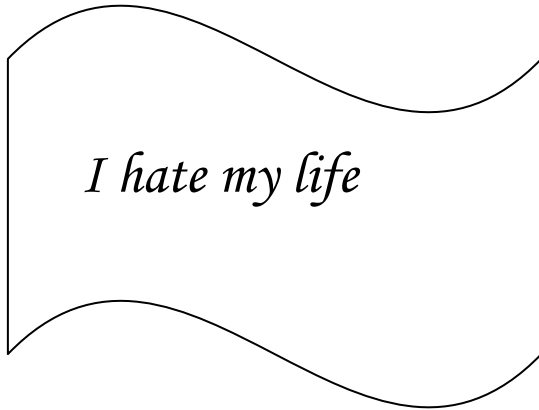
Tunnel Vision

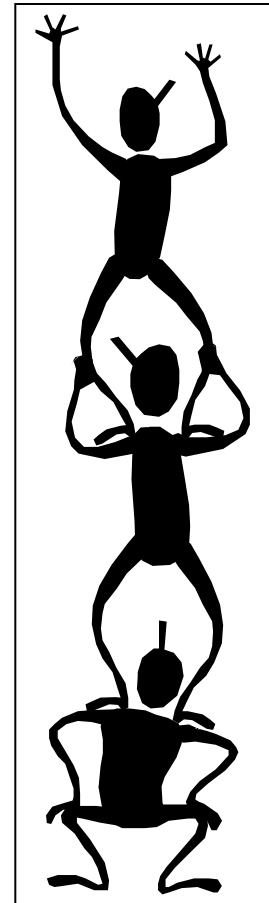
UPSET!

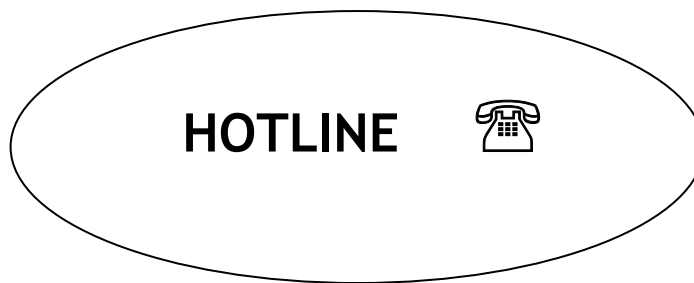
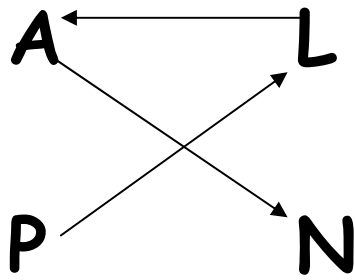




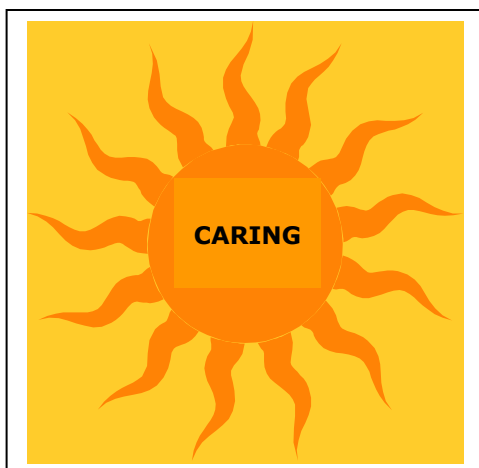
Moody





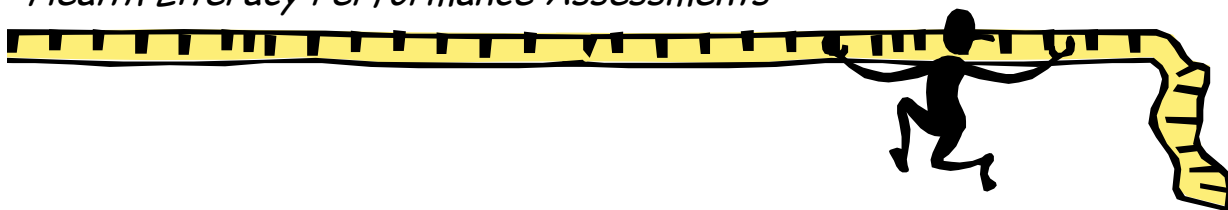


RESPOND



INTERVENTION

Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Apples to Apples"**

Educational Level: Middle or High School

Student Instructions

You now have successfully covered and reviewed the important knowledge, skills, and attitudes presented in the previous lessons/assessments. Your task is to play this review game in teams of five. Each of you will receive four descriptor cards.

There is one judge of the round. The judge position rotates like the dealer for a hand of cards. Therefore, there is a new judge for each round. When the judge picks up a noun card from the noun pile, all the other players, not including the judge, will lay down, face down one at a time, descriptor cards that the participants believe fit the noun.

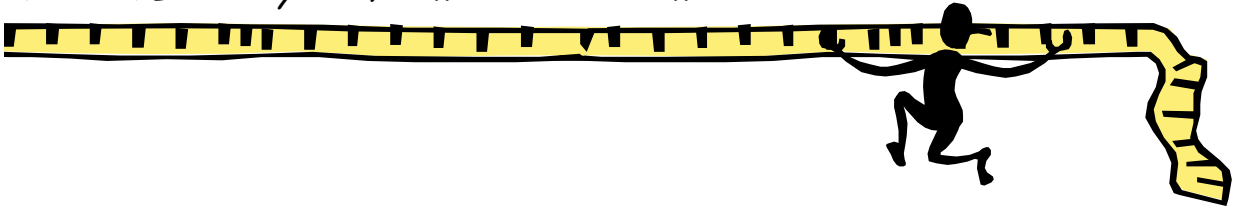
The first four cards on the table are the cards the judge uses to make his/determination as to what is the descriptor most closely connected to the noun. The judge mixes up the cards so she/he doesn't know who set down what card. The judge determines which descriptor best fits the noun. The judge mentally connects all four descriptors to the noun in some way. Then the judge explains why he/she chose the card he/she did. If you are one of the players, you can try to convince the judge to change his/her answer. But the final decision is up to the judge of that round. The person whose descriptor got picked keeps the noun card. Each person makes sure that they must have four descriptor cards in their hand at the beginning of each round. If not, they pick from the pile. The judging position then moves to the next person. The first person to collect five cards (or a number of cards designated by your teacher) is the winner.



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Health Literacy Performance Assessments



Assessment Criteria

You will be assessed on:

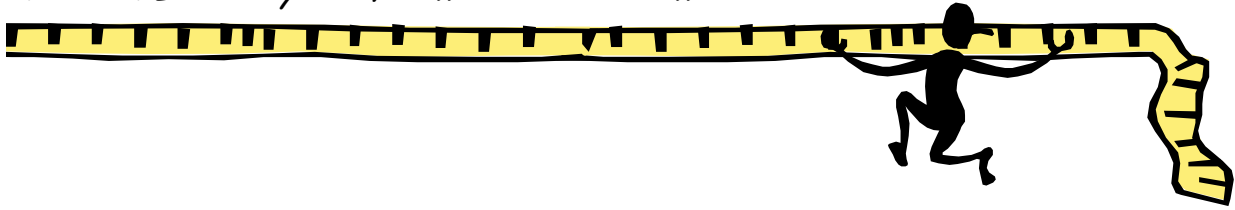
1. How completely and correctly you demonstrate an understanding of risk factors for suicide and prevention.
2. How completely and correctly you demonstrate knowledge of warning signs for teen suicide.
3. How completely and correctly you demonstrate knowledge of prevention methods for teen suicide.



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Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Apples to Apples"**

Educational Level: Middle or High School

Teacher Information

Curriculum Connections

Family and Consumer Science, Language Arts

Overview

There are a number of ways to process student knowledge, skills, and attitudes. The use of a review game is one way that this can happen. The game, Apples to Apples, helps students connect key vocabulary about suicide in a valuable way. Here is the outline of how the game is played:

Under your instruction your class now has successfully covered and reviewed the important knowledge, skills, and attitudes presented in the previous lessons/assessments. The class's task is to play this review game in teams of five. Each participant in the team of five will receive four noun cards.

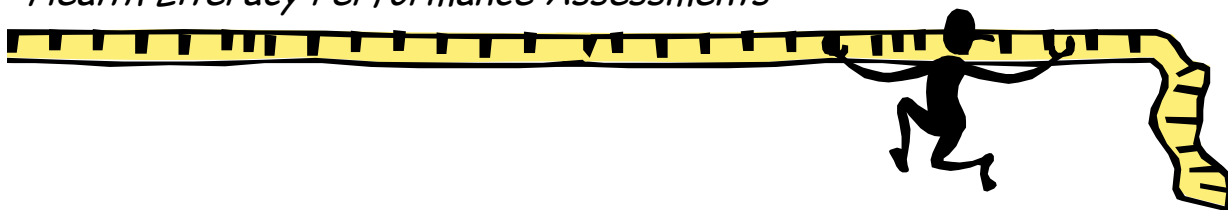
There is one judge of the round. The judge position rotates like the dealer for a hand of cards. Therefore, there is a new judge for each round. When the judge picks up a noun card from the noun pile all the other players, not including the judge, will lay down descriptor cards, face down one at a time, that the participants believe relate or fit the noun.



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Health Literacy Performance Assessments



The judge uses the first four cards on the table to make his/her determination as to what is the one most closely connected to the descriptor. The judge mixes up the cards so she/he doesn't know who set down what card. The judge determines which descriptor best fits or connects to the noun. The judge mentally connects all four descriptors to the noun in some way. Then the judge explains why he/she chose the card he/she did. The person whose descriptor was picked keeps the noun card. Each person makes sure that he/she must have four descriptor cards in their hand at the beginning of each round. If not, they pick from the pile. The judging position then moves to the next person. The first person to collect five cards (or a number designated by you) is the winner.

Requirements

The students should have received lessons focusing in on the warning signs, the A.C.T. principal, myths/facts surrounding suicide, and key mental and emotional health contacts in the community. The teacher should rotate to the groups and observe both the judge's justification for his/her choice, as well as the player's ability to convince the judge to change the choices.

Time

This task will take one class period.

Materials

One game packet for each of the five students

Instruction

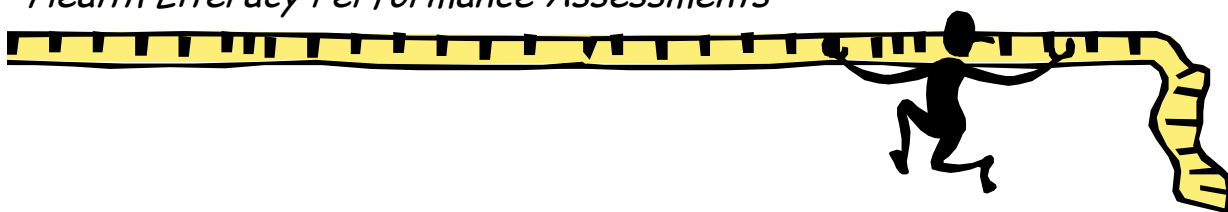
Instruction about suicide myths and facts, the warning signs surrounding suicide, key contacts in the community to address mental and emotional health issue, and practicing the use of A.C.T. to handle potential suicide situations.



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Health Literacy Performance Assessments



Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of risk factors for suicide and prevention.
2. How completely and correctly the student demonstrates knowledge of warning signs for teen suicide.
3. How completely and correctly the student demonstrates knowledge of prevention methods for teen suicide.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Student Response

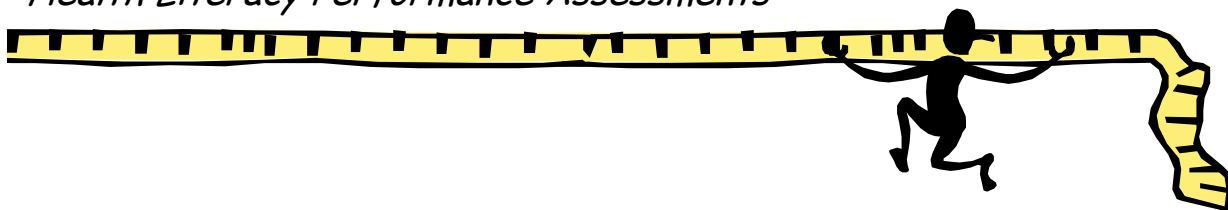
The results of the game.



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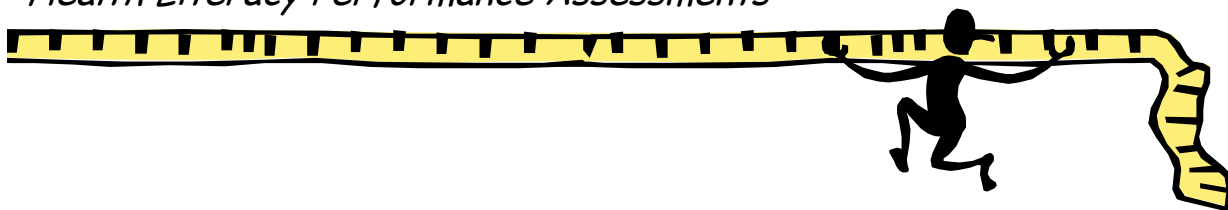
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Descriptors

Overdose	Life Skills	Teenagers
Details	Conflicts	Positive
Communication Skills	Break ups	Slow



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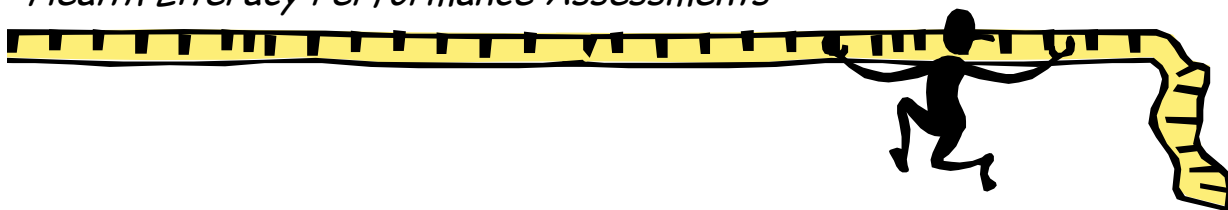
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Descriptors

Urgent	Suicidal	Emptiness
Inconsistent	Healthy	Personality
Reckless	Worthlessness	Relationships



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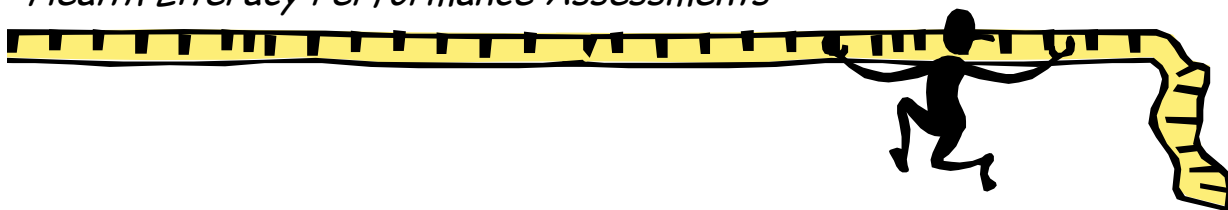
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Descriptors

Helpful	Loving	Happy
Dangerous	Useful	Sad
Supportive	Safe	Crazy



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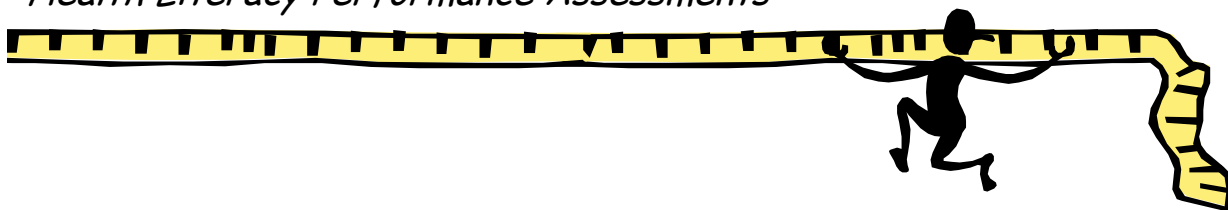
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Descriptors

Dysfunctional	Vulnerable	Lethal
Trustworthy	Traumatic	Courageous
Negative	Fast	Hopeless



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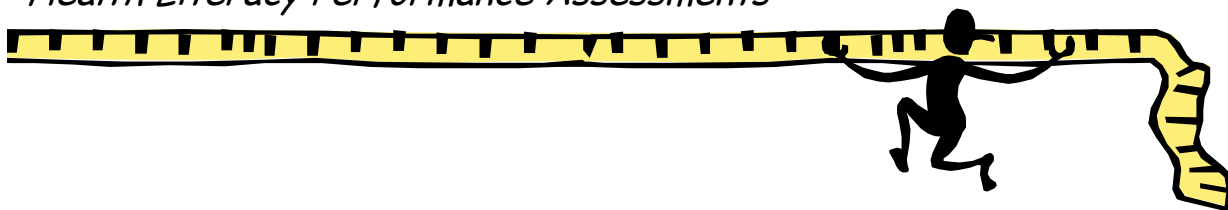
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Nouns

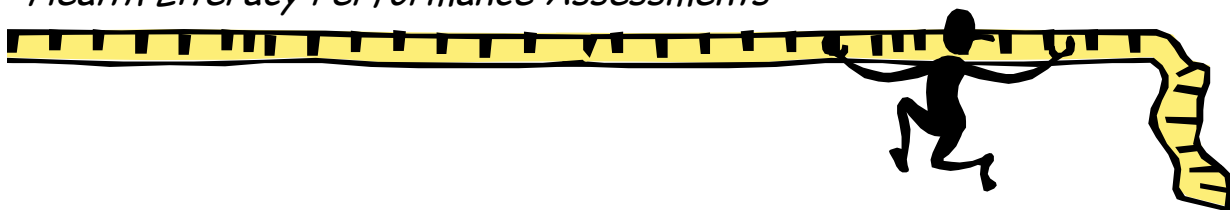
S.O.S.	Friends	I Messages
Risk Factors	A.C.T.	Family
Knife	Conflicts	Suicide



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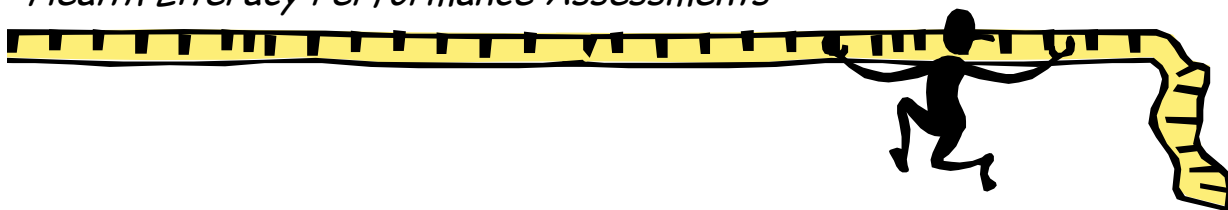
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Nouns

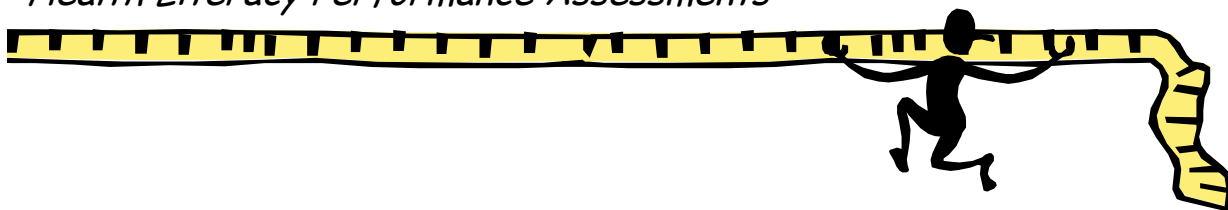
Intervention	Gun	Secrets
Prevention	Hot Lines	Self Esteem
Life	Psychologists	Counselors



2004 Edition

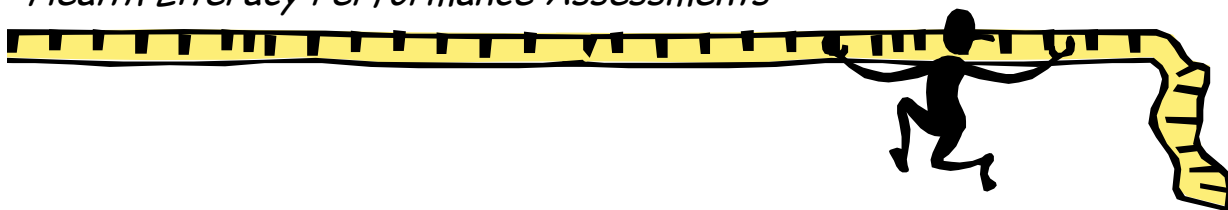
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Nouns

Myths	Death	Drugs
Stress	Help	You
School	Columbine	Bully



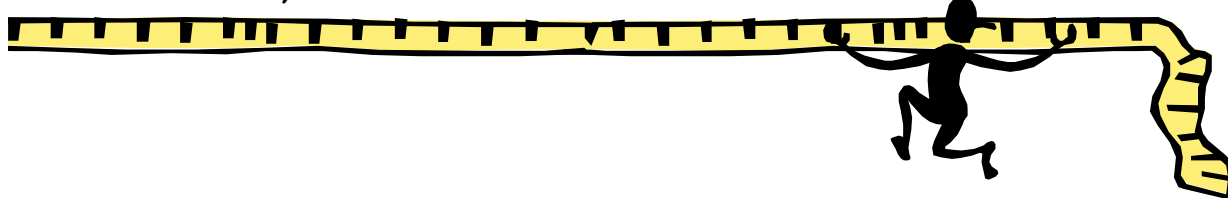
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Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"The Crisis Card"**

Educational Level: **Middle or High School**

Student Instructions

Many young people are faced with crises everyday that would be helped with the assistance of a trained, certified professional. Some of these crises have led to threats of suicide. Your task is to develop a crisis emergency card to place in your purse or wallet. The title of your card will be called **LIFELINES** and will consist of the following pieces. The front side of the card will have the following:

LIFE	LINES
Warning Signs of Suicide 1.	What to do when faced with a suicide threat

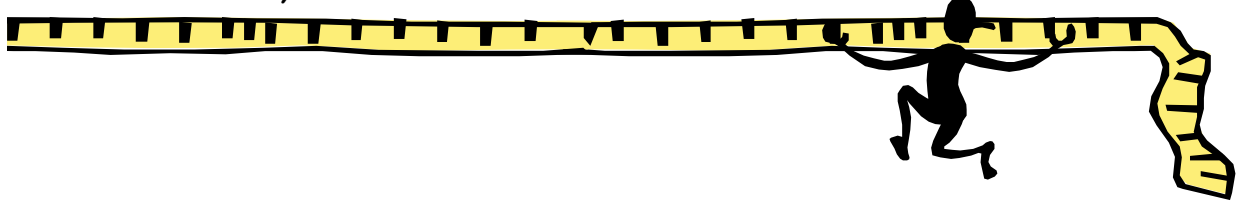
At the end of the assignment, you are to write a one-paragraph reason for choosing the places you put on your crisis card. What makes this source valid? Or you can fill out the rubric on page 81 on one of the ads you used in your crisis card.



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Health Literacy Performance Assessments



The back side of the card will focus on key phone numbers to deal with youth crises.

KEY ORGANIZATIONS	NUMBERS
1.	

Assessment Criteria

Answers will be scored on the following:

1. How well you show that you understand health concepts as they relate to suicide prevention.
2. How well you show how to access information regarding teen crises.



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Scoring Rubric for Accessing Accurate Information to be used with the final lesson called “Crisis Card”

To be used when evaluating telephone book ads for mental health services..

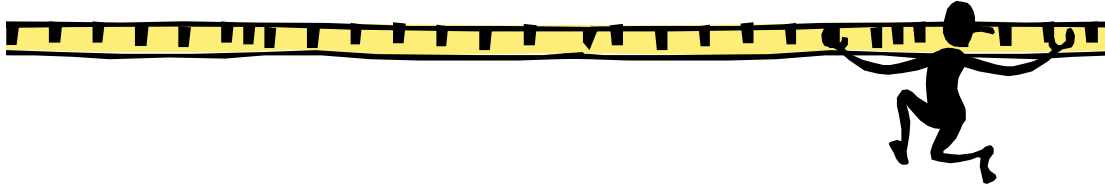
Name _____

Mental health facility _____

Criteria	Performance Levels			
Information Content Theme Purpose	<ul style="list-style-type: none"> ✓ sound medical personnel by title. ✓ long history in the community. ✓ addresses the health issue of concern 	<ul style="list-style-type: none"> ✓ sound medical personnel by title. ✓ new clinic ✓ addresses the health issue of concern 	<ul style="list-style-type: none"> ✓ unknown medical title ✓ new clinic ✓ does not directly address the health issue of concern. 	
Your Score	5	4	3	2 1
Organization Planning Format Age appropriate product	<ul style="list-style-type: none"> ✓ outlines services provided ✓ information is wellorganized ✓ presents information appropriate for youth 	<ul style="list-style-type: none"> ✓ some services provided. ✓ promotion is hard to follow at times ✓ presents information for a wide age range but somewhat hard to follow.. 	<ul style="list-style-type: none"> ✓ no significant services were outlined. ✓ promotion is disorganized and jumbled ✓ information is not appropriate for youth 	
Your Score	5	4	3	2 1
Resources References (where did you get information on this person or clinic)	<ul style="list-style-type: none"> ✓ numerous sources are in the ad where you can get information on the provider. ✓ professional references are generally accepted as well as referrals from trusted friends and relatives.. 	<ul style="list-style-type: none"> ✓ some sources are in the ad where you can get information on the provider. ✓ most references in the ad seem sound but could also include people you know.. 	<ul style="list-style-type: none"> ✓ no outside sources were used or reported where you could get supportive information. ✓ referral came from a questionable source such as a fellow classmate 	
Your Score	5	4	3	2 1

Performance Average _____ Total Points _____

Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"The Crisis Card"**

Educational Level: Middle or High School

Teacher Information

Curriculum Connections

Language Arts, Social Studies, Peer Mediation, Family and Consumer Education, At-Risk groups or classes

Overview

The student will create a crisis information card that will be placed in the student's purse or wallet. One side will present information on Warning Signs of Suicide and positive ways of handling a suicide threat. The other side will include key phone numbers to contact professionals or facilities that provide crisis assistance. In addition, the students will write a paragraph justification for why they chose the sources they put on the card.

Requirements

This product will be done on a white card stock and will use the same title for each student called LIFELINES.

Time

This activity will take one to two class periods.

Materials

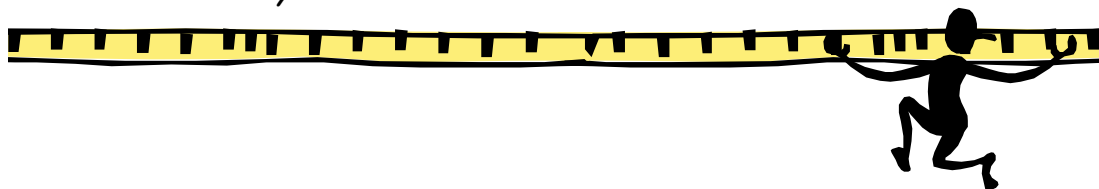
White card stock paper, computer (or pen if computers are not available); phone books and/or brochures should be used to access local phone numbers.



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Instruction

Classroom instruction should include a discussion of the warning signs of suicide, the meaning of A.C.T. (acknowledge, care, tell) and handling suicide threats, and accessing key phone numbers in phone books and brochures. In addition, instruction on what makes a telephone source valid should take place.

Assessment Criteria

Answers will be scored on the following:

1. How well the student demonstrates knowledge and skills on concepts as they relate to suicide prevention.
2. How well the student accesses accurate information regarding teen crises.

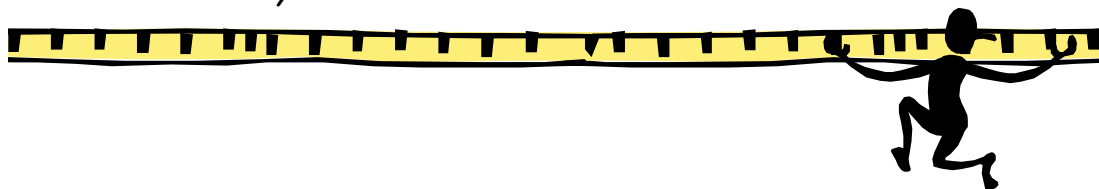
	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



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Sample Response

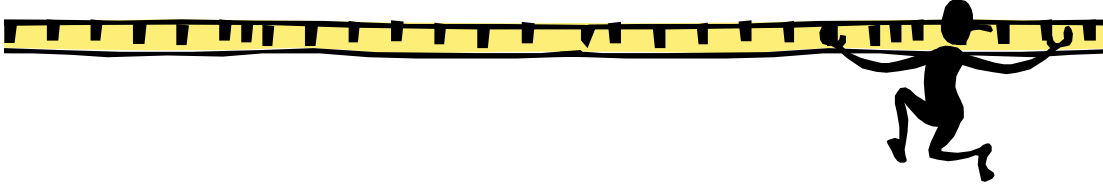
LIFE	LINES
<i>Warning Signs of Suicide</i> 1. Verbal suicide threats 2. Previous suicide attempts 3. Depression 4. Giving away possessions 5. Change in attitude (moods)	<i>What to do when faced with a suicide threat</i> 1. Acknowledge threats are real. 2. Show care for the person you are concerned about. 3. Get help by immediately telling a relative or other responsible adult about the person threatening suicide.
KEY	NUMBERS
<i>Depression</i> <i>Suicide</i> <i>Hospital Emergency</i> <i>Poison Control Center</i> <i>Local Police</i>	<i>608-238-5175</i> <i>608-280-2600</i> <i>608-258-3214</i> <i>608-262-3702</i> <i>608-267-1109</i>



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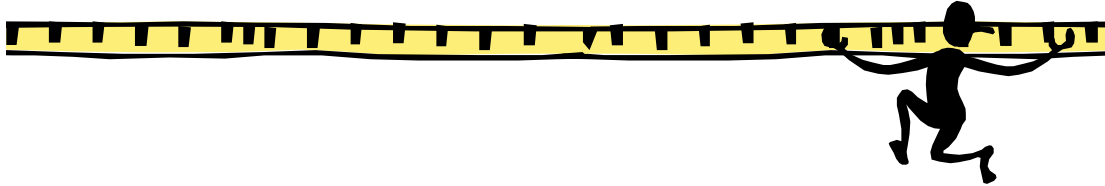
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Don't Worry, Be Happy"**
(A classroom discussion on depression)

Educational Level: Middle or High School

Student Instructions

Music is a huge part of our everyday lives. From background to movies to standing in the elevator, we are constantly surrounded by music. Music is designed to convey many kinds of moods, from mystery to excitement to drama to action.

This performance task will measure your skills surrounding the message, visual and auditory, that music conveys.

You will bring in a song that describes sadness in either the lyrics or instrumental music. You will write a description of how this music means sadness to you.

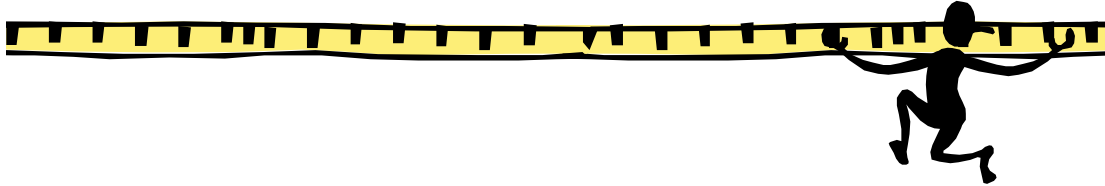
The second part of this task is to design a CD cover using the original title of the song and a visual picture that would work for this song. On the back side of the CD you will design an opposite mood, picture and title for the music.



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EXAMPLE

Tearin' Up My Heart/Cry Me A River* (picture of a boy and girl in a mirror with the glass cracked)

The opposite side's title is: Good Relationships are Fun to Make (picture of a boy and girl playing tennis together).

Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly you demonstrate an understanding of health concepts related to suicide prevention.
2. How well you demonstrate clear, organized, and appropriate ideas surrounding the emotions music conveys.
3. How effectively you communicate opposite messages in an organized way.

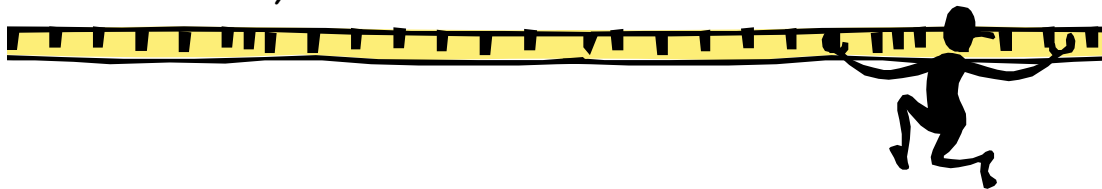
*The lyrics to Tearin' Up My Heart (N Sync) and Cry Me A River (Justin Timberlake) can be found at www.lyrics.com.



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Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: "Don't Worry, Be Happy"
(A classroom discussion on depression)

Educational Level: Middle or High School

Teacher Information

Curriculum Connections

Art, Psychology, Language Arts, and Family and Consumer Education

Overview

This task will open up discussion on how music can impact teens' feelings and emotions. This task will also demonstrate student creativity and ability to understand emotional change.

Requirements

Students are to find a song that describes sadness either in the lyrics or background.

A lead-up activity would be a discussion of various human emotions with an emphasis on depression.

Time

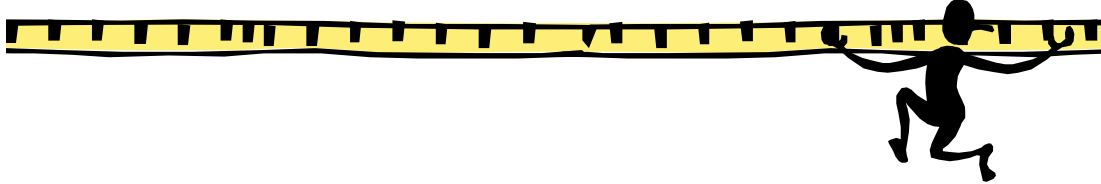
This task will take between two to three class periods to complete.



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Materials

Students will need to supply art materials and the chosen song.

Instruction

Some of the lead-in discussions will be on emotions and how we express them, mentally healthy emotions, and emotions and mental health.

Have students choose a song that describes sadness, using the following guidelines:

- Lyrics, if used, must be appropriate for use in schools.
- Song must be appropriate to the mood itself.

PRESENTATION

Once a song has been chosen by the students, they must write a descriptive paragraph about that song that demonstrates sadness. The students will then give a short presentation in front of the class which will include the song and their description of why it displays sadness.

CREATE A COVER

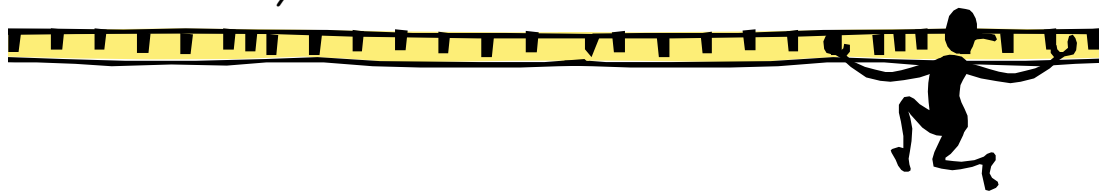
The students will design a CD cover, using the original title and picture that displays sadness. Once the front cover is completed, the student will design an opposite mood of happiness for the back cover by developing an original title and image that displays that feeling.



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Health Literacy Performance Assessments



Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of health concepts related to suicide prevention.
2. How well the student demonstrates clear, organized, and appropriate ideas surrounding the emotions music conveys.
3. How effectively the student communicates an uplifting message in an organized way.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

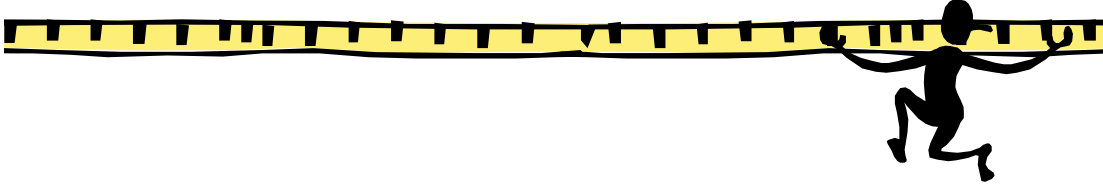
Ideas will vary depending on the song or music chosen.



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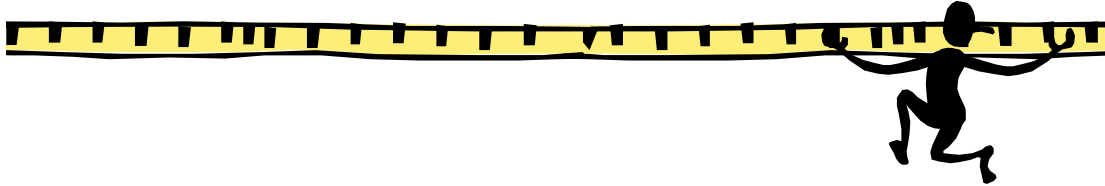
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"I Saw the Signs"**

Educational Level: Middle or High School

Student Instructions

After discussing the information provided by your instructor dealing with depression, you will be able to complete the following task.

Knowing that depression is more than the "blues" or the "blahs," is the first step to getting help. In order to know if you, or someone you know, is depressed, you must be able to recognize the signs.

The following are signs of depression (taken from the "What to do when a friend is depressed," article):

Feelings of...

- Sadness or "emptiness"
- Hopelessness, pessimism, or guilt
- Helplessness or worthlessness

Unable to...

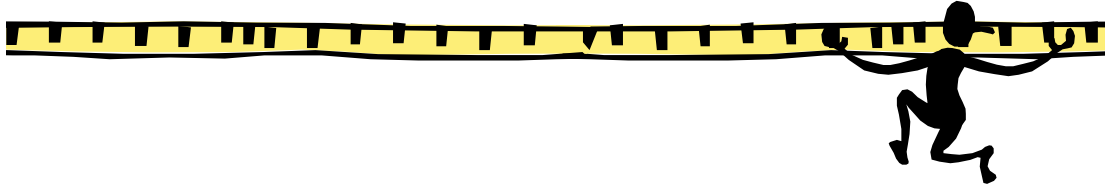
- Make decisions
- Concentrate and remember
- Keep an interest in normal pleasures and activities



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Complain of...

- Loss of energy
- Trouble falling asleep, staying asleep or getting up
- Appetite problems—losing or gaining weight
- Headaches, stomachaches, or backaches
- Chronic aches and pains in joints and muscles

Sudden behavior changes...

- Restless or more irritable
- Want to be alone
- Cutting class, dropping hobbies or activities
- Sudden use or abuse of drugs and/or alcohol

Talk about...

- Death
- Suicide or attempted suicide

Your task is to draw a picture of a person who is very sad or depressed. You may draw just a face or the entire body of which will show signs of sadness or depression. Once you have drawn your picture, you will need to list all of the signs of depression that your drawing indicates. Surround your picture with your signs.

Assessment Criteria

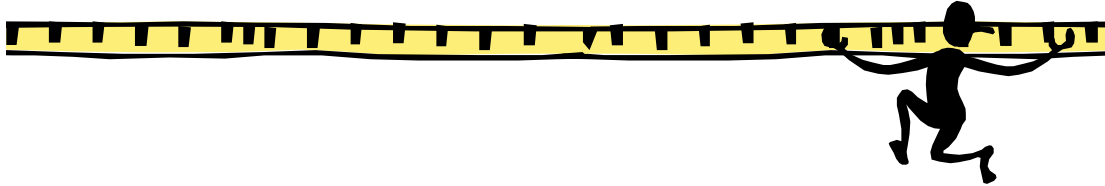
Answers will be scored on the following:

1. How completely and correctly you demonstrated an understanding of health concepts related to depression.
2. How well you communicate your interpretation of the signs of depression to your audience and/or instructor.



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SIGNS OF DEPRESSION CHECK LIST

Approximately 3 to 5 percent of the teen population experiences clinical depression every year.

Do you know what to look for when it comes to diagnosing DEPRESSION?

According to the National Institute of Mental Health, the first step in defeating depression is the ability to define it.

The following are signs of depression. Check any of the boxes if you notice a friend or friends with any of these symptoms which continues longer than two weeks.

Do they express feeling of

- ☐ Sadness or "emptiness"?
- ☐ Hopelessness, pessimism, or guilt?
- ☐ Helplessness or worthlessness?

Do they seem

- ☐ Unable to make decisions?
- ☐ Unable to concentrate and remember?
- ☐ To have lost interest or pleasure in ordinary activities—like sports or band or talking on the phone?
- ☐ To have more problems with school and family?

Do they complain of

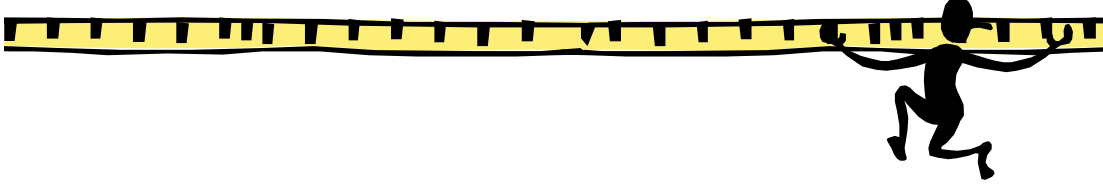
- ☐ Loss of energy and drive—so they seem "slowed down"?
- ☐ Trouble falling asleep, staying asleep, or getting up?
- ☐ Appetite problems; are they losing or gaining weight?
- ☐ Headaches, stomachaches, or backaches?
- ☐ Chronic aches and pains in joints and muscles?



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Has their behavior changed suddenly so that

- ☐ They are restless or more irritable?
- ☐ They want to be alone most of the time?
- ☐ They've started cutting classes or dropped hobbies and activities?
- ☐ You think they may be drinking heavily or taking drugs?

Have they talked about

- ☐ Death?
- ☐ Suicide—or have they attempted suicide?

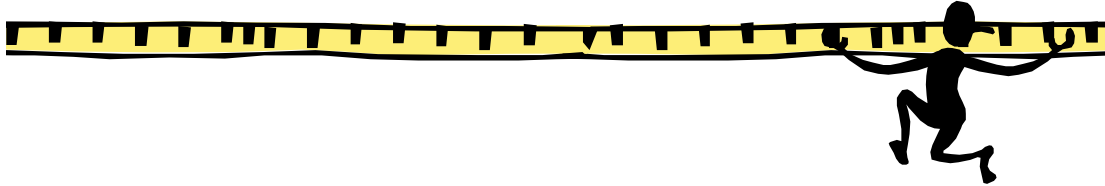
Source: "What to do when a friend is depressed," National Institute of Mental Health, rev. June, 2001.



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Health Literacy Performance Assessments



Content Area: **SUICIDE PREVENTION**

Performance Task: **"I Saw the Signs"**

Educational Level: Middle or High School

Teacher Information

Curriculum Connections

Art, Language Arts, and Family and Consumer Education

Overview

As a class, hand out and discuss the two articles on depression, provided by National Institute of Mental Health (NIMH). Once your students have a greater understanding of depression, they will be able to complete the following task.

The students' task will be to draw a picture of a person who illustrates the signs of depression. Once the students complete their picture, they will then label it with all the signs of depression their drawing represents.

Requirements

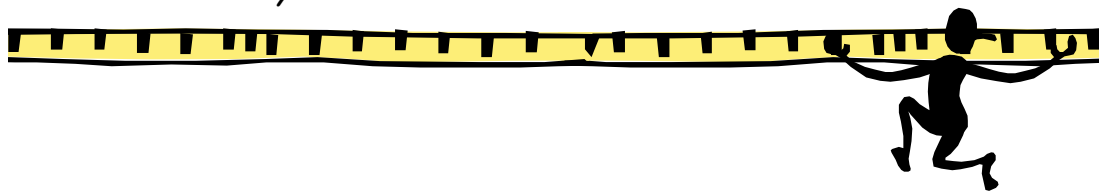
The students will need to review and know the signs of depression prior to completing this task. A handout on the signs is provided. Students will demonstrate their understanding through the drawing and labeling of the signs of depression.



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Time

This assignment can be completed within one class period.

Materials

The signs of depression handout, NIMH articles, construction paper and any other art materials to enhance the students' drawings.

Instruction

Prior to having the students complete this activity, spend time with the students on the signs of depression.

Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the students demonstrate an understanding of health concepts related to depression.
2. How well the students communicate their interpretations of the signs of depression to their audience and/or instructor.

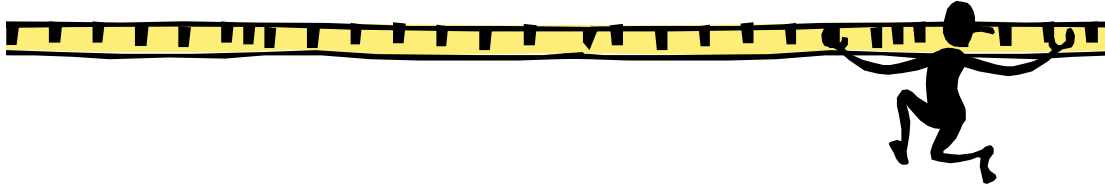
	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
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Sample Response

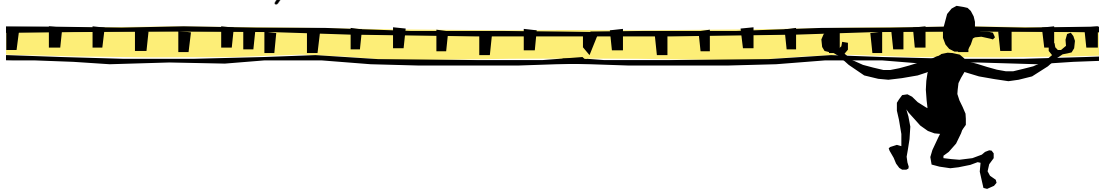
My picture will represent a clear understanding of what a depressed person looks like. This will, in turn, help me to identify the signs of depression in order to prevent a potential suicide attempt or help myself or someone else with depression.



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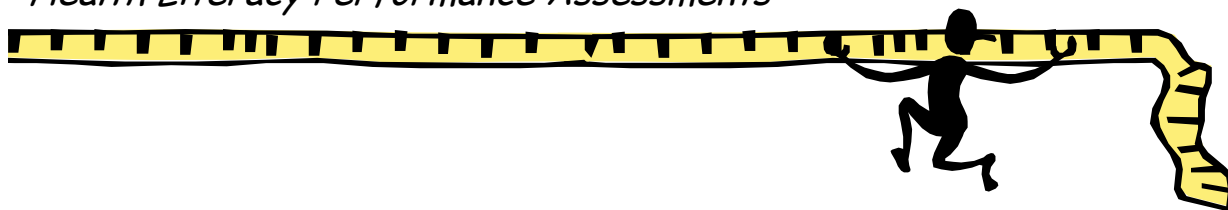
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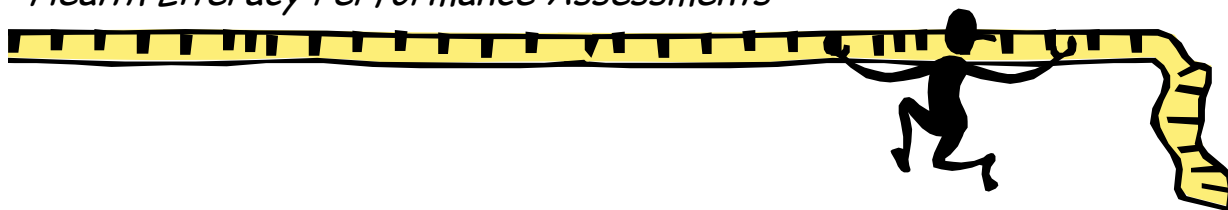
High School



2004 Edition

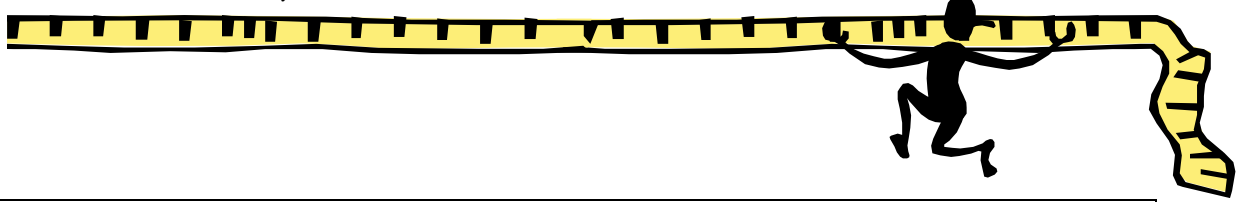
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Content Area: **SUICIDE PREVENTION**

Performance Task: **"An Attempt to Tell Everyone About Suicide"**

Educational Level: High School

Student Instructions

In our society, suicide is a significant health issue that affects the lives of adolescents. Your task is to create an educational brochure on teenage suicide prevention. The brochure is to inform students in your school about suicide prevention. There are many good places from which you can collect information on suicide prevention. Try your textbook, your school counselor, the school psychologist, and the local health department. You can gather statistical information from periodicals and sources on the Internet.

Data Collection

Following is the list of information to collect:

- The number of suicides nationally each year.
- The number of suicide attempts reported each year.
- The age range of suicides or suicide attempts.
- The emotional issues associated with suicide attempts.

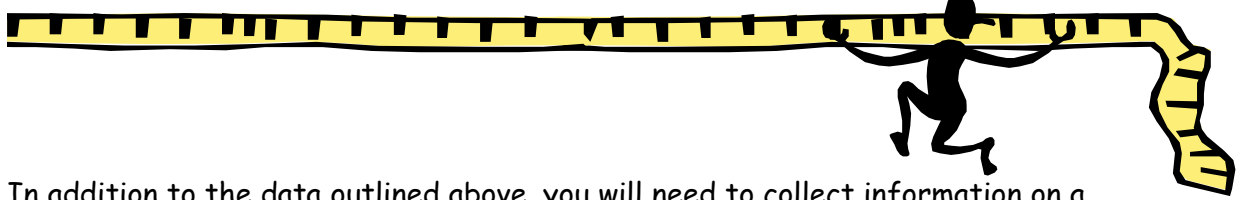
Try these sources to compile the information: National Center of Health Statistics, Centers for Disease Control, Health Department, local police department, and American Association of Suicidology.



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In addition to the data outlined above, you will need to collect information on a variety of issues. Please see below for a list of these issues.

1. Does teaching about suicide have a positive impact on prevention?
2. Should schools screen for depression?
3. What are the trends with teen suicide?

Analysis of Data

After you have completed your data collection, analyze the data. Consider the following questions:

- What do the statistics mean?
- Should more be done to assist suicidal youth?
- What could be done?

Brochure

Once you have analyzed the data you collected, develop an educational brochure aimed at high school students. Your brochure should have the following:

1. An introduction.
2. A summary of the data you collected.
3. Any conclusions you drew from the data.
4. A discussion of the warning signs of suicide.
5. A discussion of factors that contribute to the risk of suicide.
6. A discussion of actions an individual can take to help a suicidal person.
7. A discussion of sources available to suicidal teenagers in your community and what type(s) of help is available from each source.

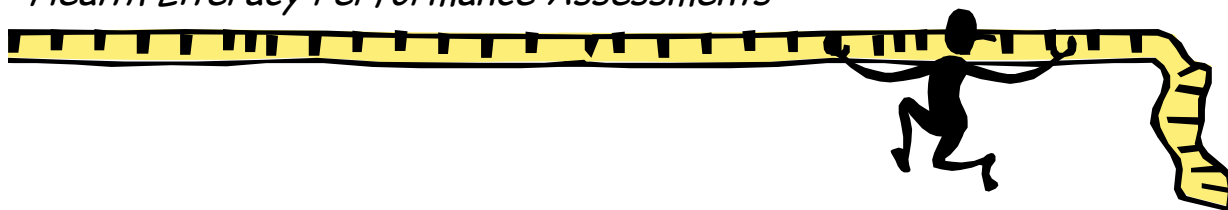
Be sure to cite the source(s) for the data you collected. Explain why the source(s) was chosen for use with this performance task. Your brochure should be both interesting and informative.



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Assessment Criteria

Answers will be scored on the following:

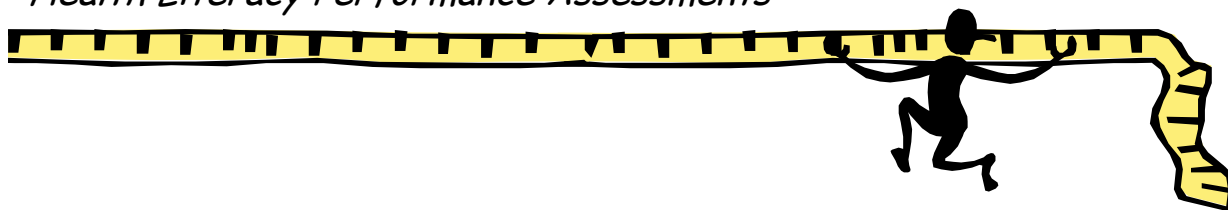
1. How completely and correctly you demonstrate an understanding of health concepts related to suicide prevention.
2. How well you identify appropriate health resources and services and provide valid reasons for their use.



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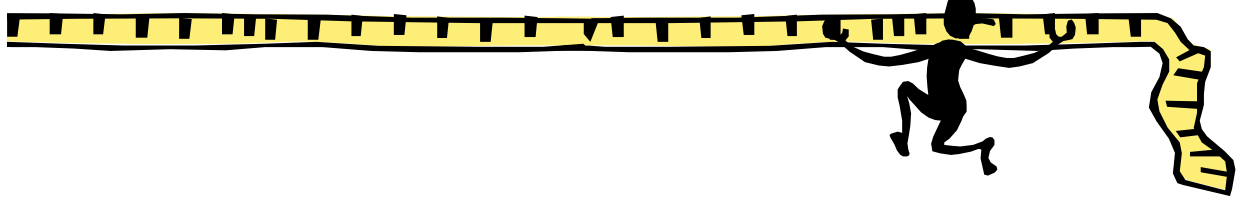
Health Literacy Performance Assessments



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Content Area: **SUICIDE PREVENTION**

Performance Task: **"An Attempt to Tell Everyone About Suicide"**

Educational Level: High School

Teacher Information

Curriculum Connections

Family and Consumer Education, Psychology, and Language Arts

Overview

This task will encourage students to collect and analyze data related to suicide. Students will be required to select appropriate resources and explain the reasons that they believed the resources were appropriate. Students will create an educational brochure to share with other students about suicide and suicide prevention.

Requirements

Students will research and put together an engaging brochure about suicide and suicide prevention presenting the key facts and issues.

Time

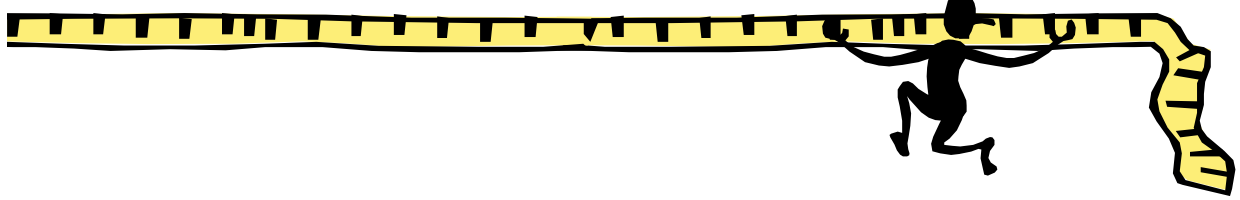
This task will take between two and three class periods to complete.



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Materials

The students will need paper and writing material. A computer could replace the writing material.

Instruction

A discussion of criteria for selecting appropriate resources would be helpful to this assessment. The rubric in this packet could be reviewed and altered to provide students with information on the criteria for effective brochures. A peer review using the student rubrics for core concepts and accessing information may also be helpful to this assessment.

Any time students are engaged in sensitive lessons, it is important to present key people and resources available to them to address these issues.

Assessment Criteria

Answers will be scored on the following:

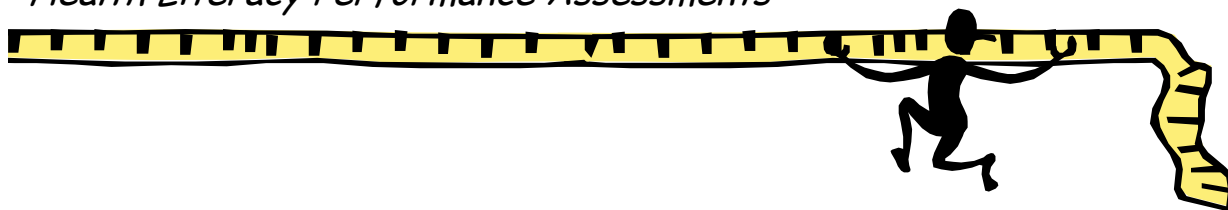
1. How completely and correctly the student demonstrates an understanding of health concepts related to suicide prevention.
2. How well the student identifies appropriate health resources and services and provides valid reasons for their use.



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A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

My brochure focuses on the warning signs of suicide, key characteristics of young people thinking about ending their lives, and what we can do to prevent the next step knowing that most people do not want to commit this act.

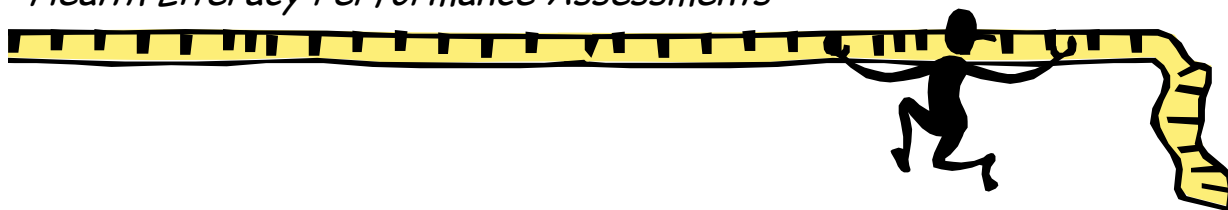
We will follow a fictitious group of friends in which one person is threatening suicide and connect these pieces into an engaging brochure.



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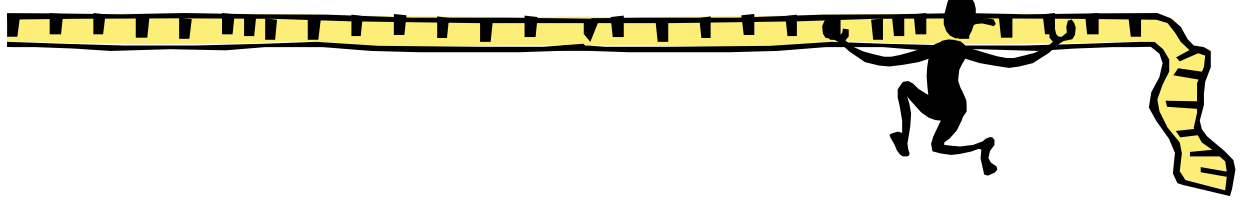
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Content Area: **SUICIDE PREVENTION**

Performance Task: **"Family Ties"—Opening the Lines of Communication Between Parents or Guardians and Students on the Topic of Suicide**

Educational Level: **High School**

Student Instructions

The ability for teens and parents or guardians to engage in a conversation on most teen health issues is a difficult process. A topic such as suicide is one of the most difficult to discuss.

When asked by most teens to give a reason for this gap in communication a typical answer is, "They just don't or wouldn't understand." The truth is just the opposite. What teens need to remember is that their parents or guardians were once teens. They too went through a lot of the same struggles and issues. Same goes for the parents or guardians. Some parents or guardians need to be reminded of how difficult that time period was for them as they were growing up.

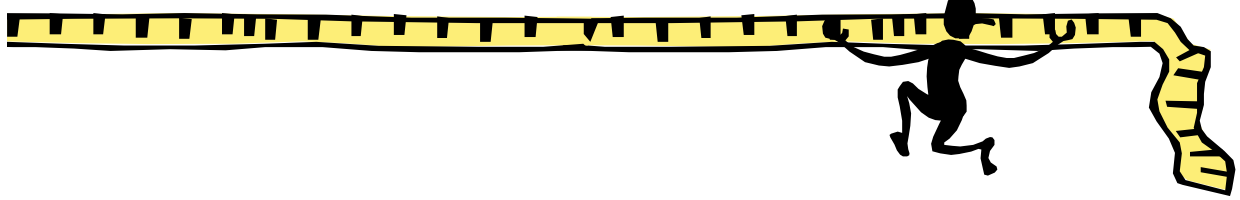
No matter what the reasons may be, the answer remains the same. Parents or guardians and teens need to communicate on all teen health issues. This task will be used as an aid to help bridge the gap in the communication process.



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Health Literacy Performance Assessments



Your task, as a class, is to develop a parent newsletter that will provide information on suicide and suicide prevention. The newsletter will be used as a conversation piece between student and parent or guardian. Once the newsletter is completed, you will be expected to take it home and discuss the information with your parents or guardians. After discussing the newsletter with your parents or guardians, a parent evaluation form must be completed and handed in for the instructor to review. There will also be a student evaluation that must be completed at the very end of this activity.

The process of developing the newsletter will be divided up among a small group within the class. Each group will be responsible for researching information on one of the five subtopics dealing with suicide and suicide prevention. The five subtopics are as follows:

- Signs for suicide—verbal and nonverbal.
- Definition and statistics on teen suicide.
- Who is at risk for suicidal thoughts and attempts?
- Where can teens go for help?
- How is depression linked to suicide?

Once all the research is collected and clearly stated in an engaging format, the class will come together to help organize the information into one newsletter.

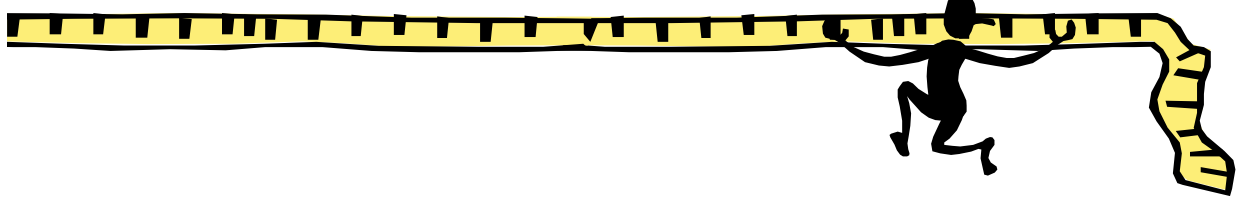
The newsletter must include a creative title, placement of the subheadings and information, and any other illustrations developed.



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Health Literacy Performance Assessments



Assessment Criteria

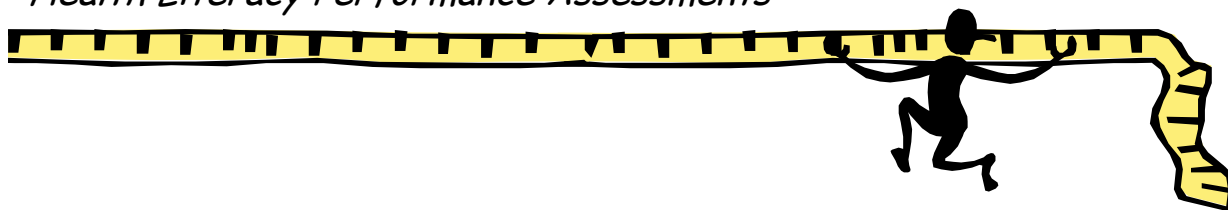
Answers will be scored on the following:

1. How completely and correctly you demonstrate an understanding of health concepts related to suicide and suicide prevention.
2. How well you synthesize information collected through research to develop a parent newsletter.
3. How well you can work as a small and large group to complete the task in a timely manner.
4. How well the finished product follows the guidelines of the newsletter rubric.



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SAMPLE RUBRIC

The instructor can alter this rubric to fit instructional needs.

CRITERIA: EXEMPLARY (#3)

DOCUMENT TITLE AND NEWSLETTER

Introduction	Engages the reader and provides age appropriate information about the document.
Article TITLE	Engages the reader.
Information	Timely, up-to-date with a strong narrative.
Style	Presents information in an organized, effective manner.
Article Accuracy	Written error-free in terms of spelling, grammar and punctuation.
Visuals	Supports article effectively.
Quotations	Supports article effectively.



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Health Literacy Performance Assessments



Content Area:	SUICIDE PREVENTION
Performance Task:	"Family Ties"—Opening the Lines of Communication Between Parents or Guardians and Students on the Topic of Suicide
Educational Level:	High School

Teacher Information

Curriculum Connections

Language Arts, Social Studies, Peer Mediation, and At-Risk groups

Overview

After discussing the issues related to teen suicide and suicide prevention, the students will be asked to complete the following task in a small and large group forum.

The students' task will be to create a workable tool in the form of a newsletter, and to help communicate the topic of suicide with their parents or guardians. The newsletter will include all the known information on the topic of suicide and suicide prevention.

Requirements

The students will first be broken up into five groups. Each group will be given a topic on suicide and suicide prevention. Once all the topics are divided up among the class, each group must provide information related to their topic. Once all the information is gathered and developed into a readable format, the class will come back together to create the newsletter.



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Health Literacy Performance Assessments



The class must create an original name for the newsletter, decide what and where all the researched information should be placed and provide any other illustrations or ideas to make the newsletter more engaging.

After the newsletter is complete, each student must have a copy to be able to share with their parents or guardians. Each student must also be provided with a parent evaluation form, to be handed in at a later date. Lastly, the students are to fill out an evaluation form to see what they thought of this activity.

Time

This task assessment will take two or three days to complete.

Materials

The students will need to be provided with a topic related to suicide and suicide prevention before they can do research. They also should be provided with the parent and student evaluation forms.

In the development of the newsletter, students will need research materials and access to a computer in order to produce a readable format.

Instruction

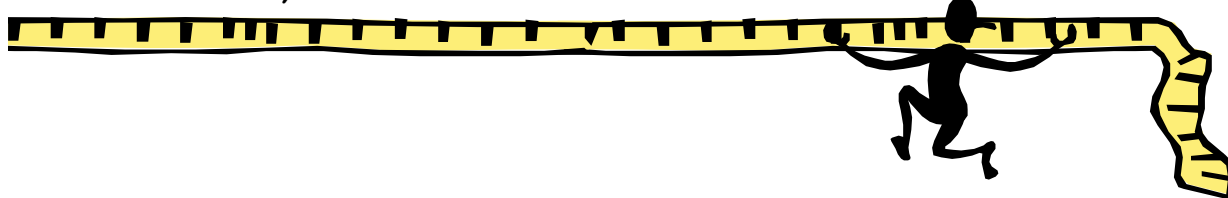
Classroom discussion on suicide and suicide prevention should be done prior to this activity. Modify the sample rubric provided, as needed, and provide to students with student instructions.



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Health Literacy Performance Assessments



Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of health concepts related to suicide and suicide prevention.
2. How well the student synthesizes information collected through research to develop a parent newsletter.
3. How well the student can work as a small and large group to complete the task in a timely manner.
4. How well the finished product follows the guidelines of the newsletter rubric.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

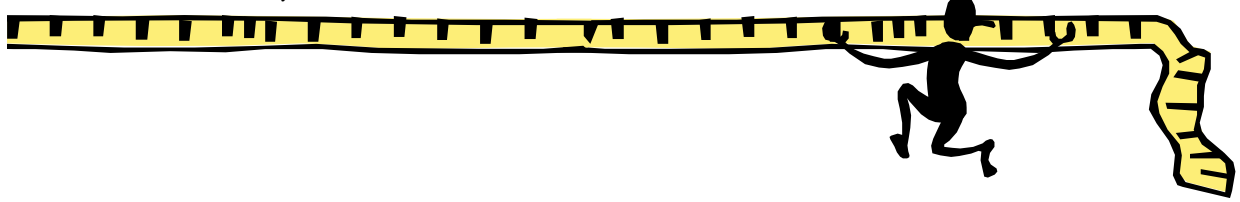
Sample Response

The answer will take on various forms depending on the topics chosen.



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PARENT NEWSLETTER EVALUATION FORM

DATE DUE: _____

PARENT COMPLETING EVALUATION: _____

Please complete the following evaluation to the best of your knowledge.

1. Do you feel that this Newsletter was helpful in discussing the topic of Suicide and Suicide prevention with your teen? Explain why or why not.
2. What information within the newsletter would you **not** have trouble discussing with your teen?
3. What information within the newsletter would you have trouble discussing with your teen?
4. Are there any other topics related to teen health issues that you would like to see in the form of a newsletter?
5. Any other comments?

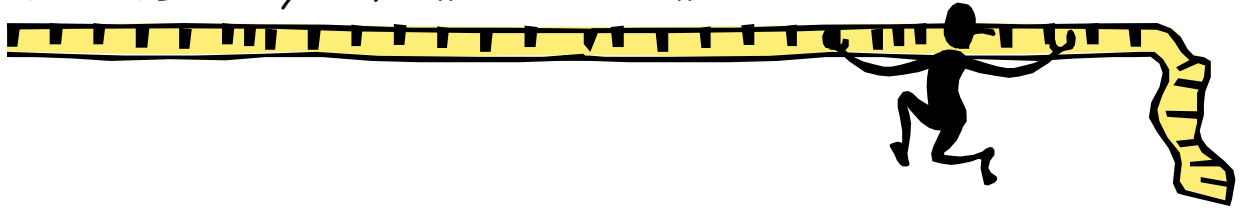
Sign: _____

Date: _____



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STUDENT NEWSLETTER EVALUATION FORM

TODAYS DATE: _____

STUDENT NAME: _____

Please complete the following evaluation to best of your knowledge.

1. Rate your feelings on discussing teen health issues with your parents or guardians. Circle the response that best describes you.
 - I hate it! I can't stand talking to my parents or guardians.
 - It depends on what the subject is.
 - I don't really have a problem either way.
 - My parents or guardians are very understanding and easy to talk to on any controversial subject.
2. Do you feel that the newsletter is a good tool to use when trying to discuss the topic of Suicide and Suicide prevention with your parents or guardians? Explain why or why not?
3. Are there any other topics related to teen health issues that you would like to see in the form of a newsletter?
4. Any other comments?

Sign: _____

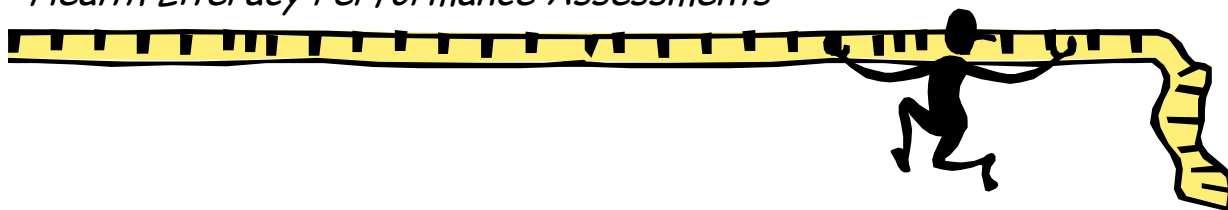
Date: _____



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Criteria and General Scoring Rubric

Instructors can make appropriate adaptations for their classrooms.

Name _____

Project Title _____

Date _____

Criteria	Performance Levels			
Information Content Theme Purpose	✓ is accurate and focused ✓ all points are included ✓ shows detailed understanding	✓ somewhat accurate and focused ✓ most points are included ✓ shows some understanding	✓ is not accurate and focused ✓ contains errors ✓ does not show understanding	
Your Score	5	4	3	2
Organization Planning Format Decision Making	✓ sequence is logical ✓ all information is organized ✓ plan made and followed	✓ some logical sequence ✓ some organization ✓ plan made but not followed	✓ no logical sequence ✓ disorganized and jumbled ✓ no plan made	
Your Score	5	4	3	2
Communication Clarity Language	✓ is clear and interesting ✓ message consistently reaches intended audience ✓ no major writing errors	✓ somewhat clear and interesting ✓ message reaches intended audience most of the time ✓ few major writing errors	✓ not clear and not very interesting ✓ message is lost entirely and does not reach audience ✓ numerous writing errors	
Your Score	5	4	3	2
Resources References Technology	✓ numerous sources are reported in correct format ✓ use technology suited to audience & purpose	✓ some sources were used and reported ✓ adequate use of technology for audience or purpose	✓ no outside sources were used or reported ✓ did not use technology appropriately	
Your Score	5	4	3	2

Performance Average _____ **Total Points** _____

APPENDIX

